

The Western Teacher

The Modern Classroom Magazine

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SASKATOON, 1932

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The Western Teacher

The Modern Classroom Magazine

Vol. 2

Saskatoon, Sask., June, 1932

No. 10

EDITORIAL

TEN months ago the teachers of Saskatchewan were anticipating the new term's work with a mixture of feelings; some regarded the advent of the new curriculum as a step forward in education, others considered it an additional burden to teachers whose work was continually increasing, though the salary was steadily decreasing. The aim of the editorial staff of THE WESTERN TEACHER during this year of trial and experiment has been to give all the help possible in the interpretation of the course of study. The letters we have received from many subscribers indicate that we have fulfilled our purpose and we convey our sincere thanks to all our readers, whose support made possible the service provided.

It has been impossible within the narrow limits of a monthly magazine to give assistance in all the subjects in all the grades; therefore we purpose to extend the field of our usefulness during the coming year by including lesson helps on those subjects hitherto

untouched and for which inadequate provision has been made in the texts. A series of articles on Home Economics will be particularly helpful to those teachers who have had no technical training in this subject. We also made plans for some additional features, including a monthly digest of current events for classroom use and a section devoted to teachers' problems wherein a well known educationalist offers practical suggestions for the solution of difficulties submitted by subscribers.

If you think we have served you faithfully during the last ten months we ask you to show your appreciation by giving us the financial support necessary for the publication of next year's magazine. To determine the size of the new issue of THE WESTERN TEACHER and the number of copies to publish, we must soon know how many subscribers to provide for. Will you therefore help us by renewing your subscription at an early date?

Grades I-VI Nature Science

By A. R. BROWN, B.S.A., *Director of Rural Education*

IMPORTANT PLANT FAMILIES

The Grass Family: This family is one of the most important to man and is widely distributed. A very large part of our food supply is directly or indirectly dependent upon grasses of various kinds, both cultivated and wild. Wheat, oats, rye, corn, rice, bamboo, timothy, blue-grass, red-top, rye grass, brome grass, etc., are valuable members of this family. Sweet grass, wild oats and couch grass, which often cause the farmer considerable trouble, belong to the grass family. In addition there are a great many other species of more or less importance including the various grasses which grow on the prairie and around sloughs and which form a large part of the hay supply in Western Canada. Such foods as bread, porridge, rice, cane sugar, corn starch, corn syrup, milk, butter, cheese, meat and eggs are all directly or indirectly obtained from grasses of various kinds.

The family is easily recognized since its members have usually hollow stems jointed and solid at the nodes, and narrow parallel veined leaves with the base form a sheath enveloping the stem. The flowers are small and surrounded by dry scaly bracts or glumes. The examination of plants of wheat or oats will reveal the main details of structure.

Wild oats is a noxious weed which is rather difficult to control especially in the moister parts of the province. It can be distinguished from tame oats by the "sucker mouth" or horse shoe shaped scar at the base of the seed and the more or less stiff bristles around the scar. As wild oats crosses with tame oats it exhibits many variations and some forms are much like cultivated varieties.

Couch or quack grass is a slender perennial with creeping rootstocks which run along three or four inches below the surface of the soil. When well established in cultivated fields it forms dense mats of grass where nothing else can grow.

A number of grasses are grown for ornamental purposes though this is not yet commonly practised in Western Canada. Some of our wild grasses are very beautiful and may be gathered, dried and arranged in winter bouquets.

The Legume Family: This family is particularly important since through its members nitrogen from the air becomes incorporated in the soil. Without nitrogen in the soil we could not grow crops. Legumes such as alfalfa and sweet clover commonly have small nodules on their roots. These are the homes of millions of bacteria, which use atmospheric nitrogen which thus becomes incorporated in plant tissues and on the decay of the plant is available in the soil for the growth of other plants. The scientific details of this process were discovered less than 50 years ago, but the fact that clover and other legumes made the soil more productive was known by farmers even in the days of ancient Egypt. Nowadays farmers can buy cultures of bacteria with which to treat (inoculate) the soil or seed when planting legumes and thus ensure that the valuable nitrogen bacteria are present.

The family includes such members as: alfalfa and clover for feeding livestock; peas, beans, peanuts and lentils, the seeds or pods of which are used for human food; sweetpeas, one of our most common garden flowers; caragana, extensively grown for hedges; locoweed which is claimed to be poisonous to livestock; and mahogany, one of the world's most valuable trees. Many of our prairie flowers also belong to this family as for instance the wild bean and milk vetch.

The seeds of legumes such as peas and beans are highly nitrogenous and are therefore important protein building foods.

The flowers of most members of the legume family whether large or small have a typical papilionaceous (or butterfly-like) corolla. The flower of the sweetpea or the wild bean may be studied to identify the chief characteristics. The seeds are developed in two-sutured pods which split and curl in drying, thus ejecting the seeds. The splitting of pods on a caragana bush on a warm sunny day makes an interesting observation lesson.

Another practical lesson may be developed by securing a little sweet clover seed and seeding two plots, one innoculated and the other untreated. Besides noting any difference in growth the roots should be examined for nodule formation.

The Mustard Family: This is an important family on the prairies and is represented as follows: noxious weeds—ball mustard, bird rape, false flax, hare's ear mustard; other common weeds—peppergrass, shepherd's purse, small wallflower, tansy mustard and wormseed mustard; garden vegetables—radish, horse-radish, turnip, cress, cabbage, kohl rabbi, kale, cauliflower and brussel sprouts; garden flowers—candytuft, alyssum, sweet rocket, stocks and wallflowers. Most of the above are tap-rooted annuals and very prolific in the matter of seed production.

The botanical name of the family is *Cruciferae* (cross-bearers) derived from the cross shaped arrangement of the petals in the flowers. Members of the family have a more or less pungent juice (mustard and horse-radish). Many members furnish interesting examples of food-storage previous to the production of flower stems and seeds (radish in the root, several of the mustards in a rosette of leaves, cabbage in fleshy leaves, kohl rabbi in the stem, cauliflower in the flower stems). Flowers of the radish and candytuft are suitable for studying the structure of a typical flower.

Stinkweed, a well-known member of this family, is an excellent example of what is known as a winter annual—that is a plant the seeds of which germinate in the fall, growth continuing until freeze-up and commencing again in the spring with the first warm weather.

SOME POISONOUS PLANTS

Water Hemlock: Of all the poisonous plants of Canada the most deadly is Water Hemlock which grows in wet places in Canada from coast to coast. It is a tall perennial herb from three to six feet in height. The stem is stout and streaked with purple. The leaves are compound, the leaflets saw-toothed. The small white flowers are arranged in a compound umbel (umbrella form) with no bracts at the base of the main umbel although there are slender bracts at the base of each lesser umbel. The roots are fleshy oblong tubers at the base of the stem. The plant blooms from June to August.

The tubers are the most poisonous part of the plant, and growing in wet places are easily pulled up and eaten by livestock especially in early spring.

Water Parsnip: This plant is often confused with the Water Hemlock which it resembles. The umbels are all subtended by numerous narrow bracts. The leaves are finer toothed and more oval in shape. This plant is also poisonous.

Poison Ivy: This is a low shrub propagated by underground stems as well as by seeds. It is commonly found on wooded banks and is prevalent along the Saskatchewan river as well as in other parts of the province. The long stalked leaves are divided into three leaflets which resemble the Virginia Creeper, commonly used as a climber about verandahs, except that in the latter the leaflets number five. The leaves turn to rich colors in the fall. The flowers are small and concealed beneath the leaves, being succeeded by greenish white or cream, round, shiny, berries which have several longitudinal ridges. Poison ivy is the worst vegetable skin poison in Canada and many people are poisoned annually. It causes inflammation of the skin which develops eighteen hours to several days after contamination. Children should be taught to recognize this plant if possible but great care should be exercised to prevent contacts with it.

INSECTIVOROUS PLANTS

For those who live in northern Saskatchewan or who may have the opportunity of visiting areas where bogs and muskegs abound there are two insectivorous plants of more than passing interest which are quite worth looking for—the pitcher plant and sundew.

Pitcher Plant: This also goes by the name of Side Saddle Flower, and is easily recognized by its leaves, the edges of which are grown together to form a pitcher. These leaves are purple veined and the tube has an erect hood. The flowers borne on long stems are nodding and have deep purple petals which curve in about the centre of the flower. The leaves are smooth outside but covered with small hairs inside. The hairs point downward into the pitcher so that small insects crawling into the cup to drink find it impossible to escape, eventually die by drowning or other causes, and thus serve as food for the plant, their bodies being dissolved by plant juices in the cup. Pitcher plants grow in bogs and once seen will always be recognized again as they do not resemble any other Saskatchewan plant.

Sundew: This is a tiny plant growing on small mossy mounds in bogs. It is so small that it is not easily seen and must be searched for. Once seen it is not easily forgotten. The small leaves are either orbicular or oblong according to the species found. Each leaf is covered with reddish glandular hairs. The hairs are tipped with tiny balls which glow like rubies in the sunlight. When a small insect crawls on to the leaf the hairs bend inward to imprison it. The body juices are then absorbed by the leaf. Both sundew and the pitcher plant are found in the bog beside the nuisance ground at Prince Albert, about half a mile east of the north end of the bridge across the Saskatchewan river. Teachers are advised to encourage children to avoid plucking these plants. They should be left to multiply in their native habitat, as collectors would very soon eliminate them.

AN INTERESTING ORCHID

The Yellow Lady Slipper or Indian Moccasin Flower: Orchids are usually associated in our minds with tropical forests or a select florist's shop in a large city. The fact remains, however, that there are several varieties of orchids growing in Saskatchewan. The most common of these is the Yellow Lady Slipper easily recognized by its moccasin-shaped flower. Orchids are usually looked upon as among the most highly developed plants. They exhibit many interesting adaptations not found in other plants. The flower of the Lady Slipper has an opening on top through which a bee may enter. This opening has a lip down which the bee crawls in such a way that his head strikes the stigma on the end of the pistil. Having entered the flower and fed on its sweet juices he seeks an exit and strikes his head against the stamens as he crawls out. The pollen is showered on his head so that when he enters the next flower some of it is placed on the stigma of the pistil. In this way the pollen from one flower is always carried to the next one visited and so cross-pollination is secured.

BIRDS OF PREY

Birds of prey are flesh eating birds with four well developed toes with strong sharp claws or talons for seizing and holding their victims. The bill is hooked and powerful for tearing flesh. The females in this group are larger than the male.

Turkey Vulture: This is the only vulture found in Canada and is often called a Turkey Buzzard although not a true buzzard. It is very large (30 inches long) sooty black in color with a red bald head and featherless neck. It lives on carrion (dead animals) and is only seen occasionally in Saskatchewan.

Marsh Hawk: This is one of the commonest hawks of marsh and field. It is of medium size and rather slender. Males are light slate blue above, white below with black wing tips. The females and young are mostly reddish brown striped lighter below. In all the white rump shows up conspicuously in flight. Taverner considers that this hawk is more beneficial than harmful. Of 116 stomachs examined 7 contained poultry or game birds; 34, other birds; 57, mice; 22, other mammals; 7, reptiles; 2, frogs; 14 insects. Of 144 food items 41 were harmful, 93 useful, and 10 neutral. The chief harm done is to young game birds.

Sharp-Shinned Hawk: This is a small hawk under 14 inches in length. The young are striped dark brown and white while the adults are dark blue above and barred reddish and white below. The tail is square or slightly forked. This hawk is one of the worst enemies of small birds. Around the towns it does some good by killing English sparrows, but in the country too many valuable birds are likely to be included in its diet.

Cooper's Hawk: This bird is very similar to the sharp-shinned hawk but is large (over 16 inches long) and has a rounded tail. It is very destructive of birds and young poultry and since it is common is probably responsible for most of the ill-repute of hawks in general.

American Goshawk or Hen Hawk: A large light grey hawk which frequents the northern wooded areas sometimes visiting the prairies in winter. This bird is a real menace to poultry and should be eliminated when it ventures to nest in settled territory.

Red-Tailed Hawk: This is a large buzzard with broad rounded wings. Its reddish tail is distinctive but the western species vary in this regard. It is common in park country, building bulky nests in tree tops. When gophers or other rodents are a nuisance it is undoubtedly a valuable bird since these are its chief food.

Swainson's Hawk: This is another large buzzard and is a common summer visitor to the prairies. It winters in South America. It is about the same size as the Red-Tail but the tail is usually regularly barred and never reddish. Its wings are also more pointed. It is the most common hawk on the prairies and lives chiefly on ground squirrels and gophers with grasshoppers for variety. It is a valuable friend of the farmer and should be protected.

Ferruginous Rough-Leg Hawk or Gopher Hawk: This is a very large buzzard with a light colored breast showing a good deal of white and feathered legs. The back is ruddy and the tail white. It is the largest, least harmful and most beneficial of prairie hawks. It nests in tree tops or rocky hillsides, returning to repair and rebuild its nest each year. Taverner estimates that a pair of these hawks which raise a family in a district will kill 450 gophers during a season. These hawks should be encouraged to multiply as they are not harmful in any way.

American Sparrow Hawk: This is a small falcon and is the only small Canadian hawk showing much red. The male has a red back and tail and both sexes have black and white face markings. It has pointed wings and a long tail. It nests in holes in trees, usually those deserted by flickers, and is fairly common in park country. It is really not a sparrow hawk but a grasshopper hawk, as grasshoppers are its chief food. For this reason it is of considerable value in a farming community.

PROMOTION TESTS

In NATURE SCIENCE promotion should be based upon the pupil's achievements, attitudes and skills during the year rather than upon the amount of knowledge of selected items which he may have acquired. The following questions should be considered by the teacher: Has the pupil developed increased appreciation of nature? Has he shown increasing ability in observation and investigation? Does he ask pertinent questions as well as give satisfactory answers? Has he developed increased regard for public and private property in the form of trees, flowers, bird and animal life, etc.? Has he shown initiative and developed increased skill in devising and successfully carrying through simple experiments related to the problems he examines? Has he shown increasing eagerness and made reasonable progress in getting at the "why" and the "how" as well as the "what"? The teacher should consider these questions as well as the answers given by the pupil in the following tests in arriving at a proper grading.

Grade II

- A. Pupils are to be asked to fill in the blanks in these questions. If convenient the test may be given orally.
 1. Three common birds in this district are ;
 2. Grasshoppers have (number) legs. The hind legs are large and strong so the grasshopper can
 3. Tumbling mustard has (color) flowers.
 4. Two good trees for shelter-belts are ;
 5. The sun gives us and

6. We get , and from cow's milk.
 7. We should be to our pets.
 8. Four common wild flowers are ; ; ;
- B. 1. Write three or four sentences telling what horses are used for.
2. Make four drawings of the moon to show what it looks like at different times in the month.
3. If salt is mixed with water how could you get the salt out again?
4. What are clouds made of?
5. Draw a picture to show slopes, hills, a valley and a creek. Mark each one of these with its name.

Grade III

- A. Fill in the blanks in the following:
1. A muskrat builds its house of
 2. Caterpillars turn into
 3. Flowers produce
 4. The sun rises in the and sets in the
 5. Shadows cast by a post in sunlight are in winter than in summer.
 6. Thermometers are used to tell the of the air.
 7. Six garden flowers are ; ; ; ; ;
 8. Six garden vegetables are ; ; ; ; ;
- B. 1. Write a short story telling how three of the wild animals you know prepare for winter.
2. Describe where and how any bird you know builds its nest.
3. Tell briefly how each of the following are kept for winter use: potatoes, raspberries, green peas, apples.
4. Make a map of your school grounds showing the location of all important details.
5. Make a list of the common domestic animals in your district and state the value of each.

Grade IV

- A. Fill in the blanks in the following:
1. The soil below the part cultivated in a field is called
 2. Loam is made up of , and
 3. Three winter birds are , and
 4. The firmer soil is packed the water rises in it.
 5. Frogs hatch from They like to live where there is Young frogs are called
 6. Three plants which grow around a slough are , and
 7. Three garden weeds are ; ;
- B. 1. Describe the appearance and the best way of controlling any common garden weed.
2. Into what classes can birds be divided according to their value to man? Name one bird in each class.
3. What are the chief uses of plants (including trees)? Name one plant as an example of each use.
4. Describe an experiment to show how you would find out whether water rises higher in clay than in sand?
5. Write a short story telling about the life of a colony of ants.

Grade V

- A. Fill in the blanks in the following:
1. Two common plant families are and
 2. Four common game birds are ; ;
 3. Two insects which do damage in the garden or field are and
 4. , and are necessary for the germination of seeds.
 5. Five common wild animals are ; ; ;
 6. The shorter a pendulum is the it moves.
 7. Sounds are caused by
- B. 1. Write a brief account of the Cress Family (*Cruciferae*) and list common varieties of weeds, garden flowers and vegetables which belong to it.
2. In what ways is the coyote adapted to securing food by killing rabbits and other small animals?
 3. List the harmful insects found in the district and describe any one of them.
 4. You intend planting a garden 20 feet by 30 feet with peas, carrots, radishes, lettuce and potatoes. Make a diagram of the garden as you would arrange it, showing the distances between rows. Write a short note telling how far apart in the rows the plants of each kind should be.
 5. Describe the habits of the house fly which make it a dangerous or at least undesirable neighbor.

Grade VI

- A. Fill in the blanks in the following:
1. Two plants grown for their fibres are and
 2. The part of the potato which we eat is called a
 3. , and have fleshy taproots.
 4. Sunflower seeds are rich in
 5. Three common ways of propagating plants are , and
 6. Domestic animals depend on man for , and
 7. The second Friday in May is known in Saskatchewan as Day.
- B. 1. What is a bird sanctuary? Why do we need bird sanctuaries?
2. You wish to have a sample of mould to examine. Tell how you could get some mould to grow for this purpose.
 3. What does quartz look like? How is glass made?
 4. Describe the appearance, life history and habits of either the red-backed or pale western cutworm.
 5. What are the chief causes of soil drifting? Name three methods which will assist the farmer in decreasing soil drifting.

Grade VII

A test for Grade VII will be found on the test paper issued by the department for Grade VIII. As there was an option between covering the work for either Grade VII or Grade VIII the paper contains alternatives suited to Grade VII.

Grade IV History

FAMOUS PEOPLE OF MANY LANDS

No. 10—Lord Strathcona

This is the story of a Scottish lad who came to Canada when he was eighteen years of age to seek his fortune. He prospered and became very wealthy. Before he died he was sent to London by Canada to be the Canadian agent there. He lived until he was a very old man. He was over ninety years of age when he died after amassing a huge fortune. He was generous with his money, and gave a great deal of it away during his lifetime.

Early Years.

Lord Strathcona was just plain Donald Alexander Smith when he was a small boy. It was only after he became famous that he received the title of Lord Strathcona. About one hundred years ago he was born in a town in the Scottish highlands. His father was a small merchant but had spent some of his life as a soldier and as a farmer. Two of the boy's uncles had left for Canada and were fur-traders; another uncle was in the army, and other relatives of his had left Scotland for far-distant places. That was true of Scotland in those days. There was not enough work for everyone, and many left their native country for South Africa, New Zealand, Canada, Australia, the United States, and many other parts of the world. These Scots who left their country usually prospered. The reason for this was the good education boys received in Scotland in the days gone by. Some people say that Scottish education was at that time the best in the world.

There is a pretty story told of young Donald Smith when he was nine years of age. It happened that one of his schoolmates had been drowned, and Donald called on the parents to tell them how sorry he was, and when he was leaving he asked them to accept in memory of his young friend all the money he had. This was not a great amount—only about thirty cents—but young Scottish boys a hundred years ago did not have much money of their own to spend.

His uncle John Stuart (his mother's brother) used to send long letters to his sister. In these he told of the life of the traders along the shores of the Hudson Bay in Canada. John Stuart was a daring fur-trader and Donald used to like to hear of the many adventures his uncle had in the service of the great trading company, called the Hudson's Bay Company. There was also in his home hanging up on the wall the picture of a beautiful Canadian lake, called Stuart lake in honour of his uncle Stuart. It was no wonder that young Donald thought sometimes of Canada and life in its great North-West.

His uncle Robert Stuart was also a fur-trader in Canada. One day when he was sailing down the Columbia river his canoe upset and flung Stuart with his three companions into the water. Robert Stuart was the only one who could swim. He told them he would do his best to save them as they clung to a rock. Then he took one on his back and swam to the shore. He went back and brought in the second man, but the struggle was too much for him, and as he tried to bring the last of his

comrades ashore his strength gave out and he sank in the rushing waters and was never seen again.

Donald was known at the town school as a good student. He studied hard and was a credit to his parents. Mathematics was one of his best subjects. After he left school he entered an office and studied law in his spare time. Meanwhile his parents were wondering what he should take up for his work in life. At one time they thought of sending him to Manchester to live with some cousins who were wealthy merchants in that city. Another relative wanted him to go to the East Indies where he thought he could obtain a position. His uncle John Stuart had come back from Canada and at this time was taking a holiday in Europe. He said he would soon be in London and invited Donald to come to see him. Donald went to London to meet his uncle. He walked to Aberdeen, and from there he embarked on a ship that took him to London. He was not to return for a long time. Arrangements were made that Donald should sail to Canada as soon as possible to try to find employment there. It was nearly twenty-five years before he saw his native town again.

Off to Canada.

Donald's stay in London was not very long. He wanted to see the Queen driving in her carriage. The name of the reigning sovereign was Queen Victoria, and at the time when young Smith came to London she had been queen for only a year. Although he did not see the Queen driving through the streets he went to the Houses of Parliament with his uncle, and was able to see the House of Commons. A few days later he wrote to his mother a letter in which he said:

London, May 9, 1838.

My Dear Mother:

All is now arranged, and I am to sail for Quebec in the Royal William at short notice, perhaps tonight or tomorrow morning, according to time and cargo. You will therefore not hear from me again until my next letter reaches you from Canada, supposing that I am spared by Providence.

I shall hardly arrive until the middle of June, but this will depend on the weather, especially in the Gulf and River of St. Lawrence, where fogs and ice prevail until very late in the spring. My love to you all. Rest assured I shall write fully. My uncle leaves next week for the north. I remain, my dear mother, your affectionate son,

Donald.

Donald had been supplied by his uncle with letters of introduction to his friends in Canada. One of these letters was addressed to Governor Simpson of the Hudson's Bay Company. At first Donald thought of going into what is now called Ontario and settling there, but there had been a rebellion in Canada and things were not settled. On his way across the Atlantic Ocean he had plenty of time to think about what he was going to do when he reached Canada, for in those days the voyage lasted between forty and fifty days. The ship was a small one compared with the great liners that now cross the Ocean in five or six days. There were only two other passengers on board the ship. At that time there was no

Dominion of Canada as we know it today. Instead of a united Canada there were separate British colonies which had little to do with one another. All the west of Canada was owned and ruled by the great Hudson's Bay Company. People had to work hard to obtain a living. Long distances had to be travelled to obtain supplies and to sell what few things they had for sale. Most of the homes in the country were log cabins, and life was very simple. Many of the people who came to Canada from Europe in those days had little money and lived a hard life. Some of them caught diseases, like typhoid fever, on board the ship and died at sea or soon after they had reached land. As many as thirty often died on board one emigrant ship. The children of sick or dead parents had a hard time; they were left to the charity of the people that they met when they arrived. Today conditions have altered and there is little disease on the ships. The food also is good and emigrants are well cared for both on the ship and after they arrive in this country.

The Service of the Hudson's Bay Company.

If you had been at Lachine, which is about eight miles from Montreal, one July morning about one hundred years ago you would have seen a young Scottish lad called Donald Alexander Smith with a letter of introduction from his uncle which he was delivering to George Simpson, the Emperor of the fur trade and Governor of the Hudson's Bay Company. In less than fifteen minutes Governor Simpson had engaged Smith as an apprentice in the Company's service at a salary of \$100 per year. It was not many minutes later that Smith was in the fur room counting rat skins. The odor in the Lachine fur room was not very sweet, and it was hard work counting thousands of skins. The pelts were rough, and soon cut the boy's hands, which became very painful after handling the musk-rat skins. The other clerks had a good laugh at him when they saw that the young greenhorn was not wearing gloves to protect his hands. After counting rat skins, he soon was counting the pelts of the beaver, the fox, the lynx, and the marten, and learning to distinguish one pelt from the other. He also learned where each fur came from, and the value of each. It was in this way that everyone started with the Hudson's Bay Company. Sometimes he had a change of work, and instead of handling skins he was checking and copying accounts that came in from the different posts of the Company.

All the clerks at Lachine boarded in the same house, and they were very closely watched. Leave of absence even on Sundays was difficult to obtain. The Company believed that this was the proper way to train those who were soon to go to distant posts to work for them. If one's habits were not the best and his conduct good there was great danger of losing one's position with the Company. Once a man or boy entered the Company's service he became their servant, and bade farewell to all his friends for a very long time. Perhaps after twenty years of service he would be lucky enough to get a holiday and see his relatives again. The result of this was that those who worked for the Company were a sturdy, reliant, and competent body of men.

Off to a Post.

For two years young Smith lived mostly at Lachine with occasional trips to posts not far away. It was during this time that he learned to speak the French language which was necessary for any one in the fur trade in those days.

One Monday morning Governor Simpson sent for Smith and announced to him that he was to leave on Wednesday morning for a post three hundred miles down the St. Lawrence. There were no railways in those days and travelling was much more difficult than it is today. The roads were very bad and the district was very deserted indeed. Part of the way he went by sleigh and after that he used snowshoes. In this far-off place Smith learned to trade with the Indians and to observe their manners and customs. He had not much spare time, but what he had he spent in reading old newspapers and the few books he could find. Soon afterwards his eyes began to trouble him and he wrote several letters to the Governor asking permission to go to Montreal to see a doctor because he felt that he was becoming blind. When he received no answer, he left the post and reached Montreal. The Governor was not very pleased to see him, and gave him thirty minutes to get ready to go to another post far away on the Labrador coast. The Governor's command tested all his courage. For a moment he felt that he should refuse to go and leave the Company's service, but, as he said afterwards, "if Governor Simpson can give such an order as that, I can bring myself to carry it out". He went. The journey this time was much longer and much more dangerous. Much of the journey had to be done with Indian guides. On the fourth day out the guides lost their way in a snow storm, and Smith's eyes began to trouble him again. Ten days out their food supply began to give out, and the three grew weaker. One of the guides declared he could not go any farther, and next day he died. The others wrapped him in his blanket and placed his body in a tree, according to the Indian custom. Six days after this the two arrived at one of the posts, where they were cared for and recovered. Here Smith rested a few weeks before completing his journey north. With new guides and a canoe he was able to reach the post in Labrador where he had been sent. It took the party three more weeks of travel to reach this post.

In Labrador.

While Donald was in Labrador his sister Margaret died of smallpox in Scotland. Smith had a dream in which he saw his sister in bed sick and calling to him. When he awoke next morning he said: "My sister is dead". It was months later before he received a letter from his mother in Scotland telling him that Margaret was dead. When he compared the dates, he found that she had died the very day that he had dreamed of her death.

In Labrador Smith studied the peculiar habits of the tribes that lived there. The people were nomads who wandered in every direction through the woods setting their traps wherever they found game, or tracking the caribou. They carried all their belongings on sleds behind them. At night they slept wherever they happened to be, putting their feet and legs into bags lined with eiderdown. When they killed any animals they shared equally with one another, and held a feast as long as the meat lasted. Smith soon began to know many of these trappers and to make friends among them. He seemed to find plenty of work to do at this post, and found that he had a happier time than he imagined he would have when he was sent there.

One day an Indian canoe came sweeping along the river. In it were some Indians and a trader going to Montreal. He had his family with him, and Donald Smith met the girl who was afterwards to become his

wife. It was not long before Smith was promoted to take charge of this Labrador post, and here he remained with his wife for twenty years. He was always a student, observing the habits of the walrus, the polar bear, and the various fur-bearing animals in which he traded. He became acquainted with the mosses and the shrubs that grew there as well as the ways of the Eskimos and the Indian tribes with whom he did business.

Amid all his duties he found time to write to his mother in Scotland. It was only twice a year that he received any mail, and only twice that he could send a letter home to the old country. He was also very thrifty and saved all the money he could. He early had made up his mind to save at least half of all that he earned.

Smith found time to do some farming. He showed what was possible in this northern country. He grew peas, turnips, cucumbers, potatoes, as well as melons and pumpkins. He had a flower garden in front of his house. His small farm of seven acres made him famous all over Labrador. Some of his produce he grew under glass, and he used all the waste fish for fertilizer. Some who visited him in this far northern post were surprised to find that they could get fresh eggs and fresh milk and hear the lowing of cattle and the bleating of sheep.

There was much disease among the natives of this country on account of their fondness for liquor and their poor diet. Sometimes there were accidents also. Smith had to be doctor to the people often as well as fish buyer and fur trader. It is not hard to believe him when he said afterwards that he never felt lonely in Labrador because he was always so busy.

Chief Factor.

Donald Smith had been with the Hudson's Bay Company for twenty-four years when he was promoted again. Instead of being now a Trader he was called a Factor. The factor in the Company is a kind of manager who looks after a number of trading posts. Next year he applied for the holiday to which he was now entitled. He arrived in England about twenty-six years after he had left it to come to Canada to enter the service of the Hudson's Bay Company as an apprentice. He was coming home for a holiday as one of the Chief Factors of the Company. He was glad to see his aged mother and was proud to tell her stories of his adventures in Canada.

Although he afterwards became a good speaker and could hold his own with most men, his first opportunity to speak in public was neglected. He had been asked to attend a banquet and to speak on behalf of the Officers of the Company. When the chairman of the meeting called upon Chief Factor Smith to speak, it was found that his seat was vacant. He had quietly slipped out of the room before his turn came. Smith resolved to practise speaking and never again neglect an opportunity to speak.

After several pleasant months spent in holiday he returned again to Labrador and to his little farm.

Smith had now saved several thousand dollars, and began to take an interest in money matters. He bought shares in the Bank of Montreal, and he was entrusted with the investing of the money belonging to several of the clerks in the Company. In this way he was able to make money, and become wealthier. He also received a further promotion, and was

brought to Montreal to become head of all the district. He bade farewell to Labrador where he had spent twenty busy years.

Trouble in the West.

About this time the half-breeds in the West near the Red River began to be uneasy. There were settlers coming in and the Indians thought that they were going to take their lands away from them. The Hudson's Bay Company had made an agreement to give up a great deal of the Company's lands to Canada. The half-breeds thought that this would be bad for them, and that Canada would take their lands from them. They had a leader called Louis Riel who was hot-headed and encouraged them in their suspicions. Things became so bad that the Premier of Canada asked Donald Smith to go out to try to settle the Western trouble. He went out from Montreal with a small party, making the trip by canoe, by railway (where there was one), and by wagon. On the prairies there was snow on the ground and at night the party cleared the snow away with a shovel, put a rubber cloth on the ground, placed a mattress on top and covered themselves with blankets and a buffalo skin and went to sleep in the open air with their feet to the fire they had lighted. They ate elk meat fried in butter with potatoes along with bread, and drank plenty of tea. After several adventures they reached Fort Garry. In a short time Louis Riel arrived and asked them why they had come West. After Smith had explained his purpose he was kept within the fort until he left to go back to Montreal to report what he had found. He managed to have a meeting called and tried to explain to the people in the open air when the temperature was twenty below, the purpose for which he had come. He had a message from the Queen of England which he read to them. He told them that the Queen was surprised to hear that the Indians in the West were not loyal, and he advised them to choose men to go to the Premier of Canada and explain their troubles to him. Although Smith tried his best to calm them, trouble broke out after he left, and soldiers had to be sent to stop the rebellion. After Riel had fled and the rebellion was over Donald Smith was asked to become Governor of the new Province of Manitoba but he refused to accept, and preferred to stay with the Hudson's Bay Company as their Manager in Canada.

Member of Parliament.

When Smith entered the Parliament of Canada as a member for Selkirk in Manitoba much of the romance of his life was ended. In the future he became a politician and a Governor and Director of large businesses. No longer was he the Trader and the Factor in the service of the Hudson's Bay Company. He became interested in railway building and along with some of his friends made a large sum of money when he bought an American railway at a bargain price. In later days he was one of the builders of the great railway across Canada that we call the Canadian Pacific Railway. It was Donald Smith who drove the last spike in the line that took five years to build. There were some who thought that Smith took great risks in business and that he would be a failure and lose all the money he had made, but whatever he took into his mind to do he succeeded in doing. He was now a director of many large businesses and he was getting wealthier and wealthier. He had a large house in Montreal, another one near Winnipeg, and a large estate in Scotland. There are some who say that he did not remember the ser-

vants of the Company with whom he had worked before he became wealthy, and they declare that he could have helped them a great deal if he had only tried. He was too busy making money to care much about the old traders and the old factors of the Company. All of this shows that a man may work too hard to become wealthy, and that there are other things in this world that are before wealth; loyalty to one's old friends is one of these.

Canada's Agent in London.

The last office he held for Canada was that of Agent in London. This was a very important position. He was the representative of Canada in England, and his duty was to help the good name and reputation of Canada in every way. He was to tell the people of the old country about Canada and what she produced and what she wished to sell. He also tried to encourage people to come to Canada and to settle in this country. He did his work well, and he refused to take any money for his services.

When England was at war with the people of South Africa he fitted out at his own expense a whole regiment of horse-soldiers who went out to help England. That was a very noble thing to do, and it cost him one million dollars. He also made other gifts of money. He built a beautiful hospital in Montreal, and if you ever go to Montreal you should visit the Royal Victoria Hospital there. In Montreal also you will find a beautiful college for lady students at the University; this was also another of his gifts. For all his services he was made a member of the House of Lords in England and received the title of Lord Strathcona and Mount Royal.

His Death.

As agent for Canada in England he continued until the end. People were amazed that a man of 93 years of age could remain at his desk in London working as usual. All his life, work had been his usual practice, and at work he remained until he could work no more. He was confined to his room and in a few days was dead. Even when he lay dying he insisted that letters should be sent to him so that he might sign them himself. Some wanted to have his body buried in Westminster Abbey, but Lord Strathcona on his deathbed had asked that he be buried beside his wife, the lady that he had married in Labrador over sixty years ago when he was a young man. His wife had died only a few weeks before, and as they had been united in life he wished that they be united after death also.

Examination Tests (Grade IV History)

Test A.

1. Write on the dotted line the names of the persons that each sentence describes:
 - (a) He was the first English printer (Caxton).
 - (b) He spread out his cloak for the Queen to walk upon (Raleigh).
 - (c) He was born and brought up in the backwoods of America (Lincoln).
 - (d) This man was a famous missionary and explorer in Africa (Livingstone).

- (e) This man was a sailor who discovered a cure for scurvy (Captain Cook).
- (f) Give the name of the sailor who discovered America (Columbus).
- (g) She was called the Maid of France; she lived and died for France (Joan of Arc).
- (h) He was an engineer and built the first railway in England (Stephenson).
- (i) This man was born in Scotland and lived most of his life in Canada. He was a great railway builder (Strathcona).
- (j) This man was encouraged to persevere when he saw the great efforts a spider was making to build its web (Robert Bruce).
2. Write the story of Captain Cook stealing off from the store where he was working so that he might go to sea. (See October issue of *The Western Teacher*, page 16).
3. How did Columbus know that he was reaching land when he was on his first voyage to America? (He saw branches of trees and reeds floating in the water, and birds began to fly round the ship).
4. Tell in your own words the story of Raleigh's last expedition. (See the September issue, page 22).
5. Which of the characters studied this year do you like best? Give two reasons for your choice.

Test B.

1. Write on the dotted lines the names of the persons that each sentence describes:
- (a) Voices spoke to her and told her to go to the help of the King of France (Joan of Arc).
- (b) New Zealand was discovered by this famous sailor (Captain Cook).
- (c) This missionary discovered the great Victoria Falls in South Africa (Livingstone).
- (d) The black men buried his heart in the centre of Africa (Livingstone).
- (e) We can see him in a famous picture as a boy with his handsome face resting on his hands as he listened to the tales of a sailor (Raleigh).
- (f) At the age of fourteen he was made assistant fireman to his father at a coal mine (Stephenson).
- (g) Once he forgot the holy place where he was and he killed the Red Comyn (Bruce).

- (h) He was always opposed to slavery from the time that he saw the slaves being bought and sold in the market (Lincoln).
 - (i) He prospered in the service of the Hudson's Bay Company and soon became a man of great wealth (Strathcona).
 - (j) Since the world was round he thought he could sail West as well as sail East. He thought that he might find a new way to India by the western sea (Columbus).
2. Tell the story of David Livingstone as a "piecer" in a cotton mill. (See the February issue of *The Western Teacher*, page 19).
 3. Tell the story of Bruce's heart and the Black Douglas. (See the April issue of *The Western Teacher*, page 21).
 4. How did young George Stephenson earn some extra money when he was an engine-man? (See the March issue, page 17).
 5. Can you draw a picture of the Rocket? Describe what this locomotive looked like. (See page 20 of the March issue).

DISARMAMENT CONFERENCE

The work of the general disarmament conference, now in session at Geneva, lacks dramatic interest, thus tending to create indifference on the part of the public. The nations favor the ideal of disarmament but after four months of talk at Geneva they still show little disposition to agree upon practical measures for reducing the waste of money upon competitive armaments. Although one hundred million people are destitute because of unemployment the nations are spending four billion dollars yearly on military preparedness. A sincere public opinion could soon eliminate this huge waste and direct the money so saved into productive channels.

All the principal powers would prohibit the use of gas and bacteria, and the bombing of civilians. They also agree that the size of battleships should be restricted. But here the agreement ends. France wants an international army under the control of the League of Nations to police the world. Germany favors the abolition of conscription and asks that other nations reduce their armaments to the level imposed on her by the Treaty of Versailles. The United States prefers budgetary limitations of armaments and would forbid or restrict the use of tanks. Britain advocates the general restriction of offensive weapons of all kinds but specially urges limitation of the use and tonnage of submarines and battleships. Russia would stop the use of military dirigibles, while Italy and Japan would eliminate aircraft carriers.

Each nation has its own interpretation of how best to reduce armaments "to the lowest point consistent with safety" as required by the League of Nations covenant. Before a general agreement can be reached there are many difficulties to be overcome and it is too much to hope that an acceptable plan, approved by all, can be evolved in the space of a few months. While the results of the disarmament conference to date are disappointing, we may at least derive some satisfaction from the knowledge that the leading nations of the world are working together in an effort to reduce armaments. Eventually these efforts will be successful if the world community really wants disarmament.

Grade IV Geography

TYPE STUDIES OF MANY LANDS

Examination Tests

Test A.

1. What country in Europe has many windmills and canals? (Holland).
2. Why do the Arabs wear long flowing robes? (To keep them cool and to keep out the dust in the sand-storms).
3. Why are there many large trees along the banks of the Amazon? (Because there is great heat and moisture in that region).
4. What use is the Nile to the people of Egypt? (It gives them moisture for the growing of their crops).
5. What is the name of the ancient city in Italy? (Rome).
6. Where do you find the gondolas in Italy? (In Venice).
7. How do the Eskimos dress themselves? (In the fur of the seal).
8. What foods are used in New Zealand that we use in Canada? (Butter and meat).
9. Describe how silk is made in Japan. (See October issue, page 22).
10. Describe an oasis in the desert. (See the May issue, page 21).

Test B.

1. Write on the dotted lines the country where each of the following is found: (a) Macaroni (Italy); (b) Dates (Arabia); (c) Cheese (Holland and New Zealand); (d) Silk (Japan); (e) Walrus (Polar regions).
2. Describe an Eskimo house. Draw a picture. (See page 22 of the April issue of *The Western Teacher*).
3. What do the Japanese do before they enter a house? (See page 23 of the October issue).
4. How do the Dutch people keep the sea from flowing over their land? (They build great banks called dykes).
5. How does a Dutch boy amuse himself in the winter? (He skates along the ice in the canals when the weather is cold).
6. What is the name of the dogs that the Eskimos use? What do they use these dogs for? (See page 22 of the April issue).
7. Tell all the reasons why the camel is so useful in the desert. (See pages 21 and 22 in the May issue).
8. Where are the pyramids? Why were they built? (See page 24 in the January issue).
9. What is rubber? Do you use it anywhere? Tell where. (Rubber is the juice of a tree. We use rubber on the end of our pencils as an eraser. We also wear rubbers in wet weather).
10. Name some of the fruits that are grown in Italy. (Oranges, figs, lemons, olives, and grapes).

Grade V Literature

By K. A. YELLAND

Laura Secord

Aim.

To arouse a warm admiration for a brave Canadian woman.

Preparation.

Before reading the poem it is necessary to give the pupils the historical background of this story since the history course for Grade V does not include the war of 1812-14. The required information is given in the Handbook page 308, and in "The Story of Canada" page 126.

Presentation.

1. Oral reading by one of the pupils. "Laura Secord" is not a poem of high poetic standing and if pupils are not warned against stopping at the end of every line, whether there is a comma there or not, the effect will be very "sing-song."

2. The children should note that a certain smoothness is given to the lines by the frequent use of alliteration.

"With a firm and fearless footstep and a courage staunch and strong."

"Where the wolf was in the wildwood and the lynx was lying low."

Conclusion.

Read "A Ballad for Brave Women" by Charles Mair (The Canadian Poetry Book). In this poem the story is given in greater detail and is far more graphically told.

Written Exercise.

Write down any six lines which illustrate the value of alliteration.

A LIFE OF FEAR

Aim.

1. To interest the pupils in the world of Nature.
2. To introduce the class to the work of one of the greatest of American naturalists.

Preparation.—Biographical Notes:

John Burroughs was born in the state of New York in 1837 and like many other famous Americans he went to school in the winter and worked on the farm in summer. In his youth he lived amongst people who did not care for books and certainly did not read them. Burroughs says this was really a good thing for him because he spent these years closely observing Nature for himself instead of learning second-hand through the experiences and observations of others. He and Kingsley are alike in their faithful presentation of Nature; Burroughs, however, devoted all his writing to the recording of his observations while Kingsley used Nature as a background for his stories.

Presentation.

Silent reading by the pupils.

Conclusion.

1. Read if possible the other selections from "Squirrel and Other

Fur-Bearers" from which this extract is taken. Make a note of the title of this book and add it to your library list.

2. Encourage discussion of observations made by pupils. Many pupils are interested in compiling a nature-diary with daily notes on one side of the page and illustrations opposite. Tracking down animals is a very exciting pursuit for boys and a study of the various tracks in snow, sand or mud teaches the pupils the recognition of the animals.

Written Exercises.

1. Underline the word, in brackets, which completes each sentence correctly.
 - (a) Wild creatures live in a state of (plenty, happiness, fear, laziness).
 - (b) The squirrel climbed to the top of the tree (to sleep, for safety, for observation, for food, for shelter).
 - (c) The water turtles are very (speedy, suspicious, bold, friendly, harmful).
 - (d) The racoon is (cowardly, brave, suspicious).

THE UNNAMED LAKE

Aim.

1. To arouse the interest of the class in the works of a Canadian poet.
2. To train the pupils' appreciation of melodious verse.

Preparation.—Biographical Notes:

Frederick George Scott was born at Montreal in 1861, the son of English parents; his father was a professor at McGill University. The boy attended the High School at Montreal and later graduated from Bishop's College, Lennoxville, in 1884. Two years later he was ordained priest in the Anglican Church and was appointed to a curacy in Essex, England; during this period he took classes at King's College, London.

On his return to Canada Scott became rector of Drummondville and in 1906 was made Canon of Holy Trinity Cathedral, Quebec. During the Great War he was Senior Chaplain to the First Canadian Division. Padre Scott was beloved alike by officers and men and in recognition of his bravery and distinguished service he was awarded the D.S.O. and the C.M.G.

At the close of the war Lieutenant-Colonel F. G. Scott returned to his duties as Archdeacon of Quebec and Canon of Holy Trinity Cathedral.

Presentation.

1. Read the poem aloud to the pupils.
 2. Detailed study.
 - (a) Read stanza 1 again, stressing the drowsy effect. What is the great difference between this scene and the busy streets of a city, or a country scene in harvest time? There is a silence. How does the poet convey this impression? The abundant use of the "s" sound gives a quiet drowsy atmosphere.
 - (b) Find a verse where this silence is broken.
 "Where winds have thundered from of old
 And storms have set their throne."
- How is this difference produced? By the use of the sounds that are noisy and take an effort to say. (These are given in italics).

- (c) Find another verse which produces an atmosphere similar to that of the first verse.

"Among the cloud-capt solitudes,
No sound the silence broke,
Save when in whispers down the woods,
The guardian mountains spoke.

Give the reason for this.

Conclusion.

Let the pupils memorize this beautiful little Canadian poem.

A TRUE FAIRY TALE

Aim.

1. To interest the pupils in the past history of the earth.
2. To arouse a feeling of awe for the work of creation.

Preparation.—Biographical Notes:

Charles Kingsley was born in Dartmoor, Devon, England, in 1819. His father was the sporting parson of a country parish and young Charles early learned to follow the hounds. Before he was old enough to understand the botanical names of the flowers he collected, he showed himself to be a keen naturalist.

After graduating from Cambridge University, Charles Kingsley became rector of a country parish at Eversley, in Hampshire, and the greater part of his life was spent there till his death in 1875.

After he reached maturity Kingsley's youthful passion for Nature was directed into other channels; his strong sympathies and the vigour of his powers of observation were now devoted to the revolt against class oppression. He expressed himself in "Alton Locke", the hero, who gives his name to the book, being a young London tailor who joined the cause of the Chartists. Kingsley ascribes all this man's misery and failure to the brutal indifference of the rich to the aspirations of the working-man. Naturally this book made Kingsley very popular with those who had the cause of the workers at heart.

Kingsley's historical novels reveal to us his love of Nature, for no other writer has shown a greater power of description than he. Amongst these masterpieces are "Hereward the Wake", and "Westward Ho", two books that the children should read before leaving the public school. Younger pupils will enjoy "The Water Babies".

Among Kingsley's best known poems are "The Sands of Dee", "Longings" (Oh! that we two were Maying) and "A Farewell". They are sufficiently simple for the pupils of this grade to understand, and the teacher should give the class the opportunity of hearing them.

The pupils should have before them a map of Europe and should be encouraged to refer to it and to the dictionary whenever necessary. If possible, procure illustrations of pre-historic animals, flint weapons, bronze and iron weapons and stalagmites.

Presentation.

Silent reading by the pupils.

Written Exercises.

Complete the following sentences.

The elephants in those days were covered with (hair).

The remains of prehistoric elephants can still be seen in the ice cliffs of the rivers of (Siberia).

The hippopotamuses came all the way from (Africa).
 The bones of leopards and hyenas can be found in the caves at (Gibraltar).

When the earth sank only the mountains of (Ireland) and (Scotland) remained.

Vast quantities of mud were deposited by (icebergs).
 This mud deposit is called (boulder clay).

After the Ice Age the returning animals were accompanied by (men).

The early weapons of the hunter were made of (flint) and (sharpened bone).

The descendants of the first savages are the (Lapps) of (Norway).

The later savages used weapons of (bronze) and (iron).

THE LEGEND OF ST. CHRISTOPHER

Aim.

To give pleasure.

Preparation.

Tell the class the legends of St. Christopher as recorded in the Handbook page 317.

Presentation.

Poem to be read aloud by one of the pupils.

Written Exercises.

1. Quote a line which best describes the character and work of St. Christopher.

"Who spent his strength for others."

2. What sign was given to St. Christopher that his work was appreciated? Quote the lines of the poem.

"The giant, left alone,

Saw on the bank, with luscious dales,

His stout pine staff bent down."

3. Write down a simile used in the poem.

"The third time came the plaintive voice
 Like infant's, soft and weak."

CAPTAIN COOK

Aim.

To give a background for the more formal study of Canadian History.

Preparation.

This extract lends itself to the correlation of history and geography. The pupils can readily see from this selection that different subjects cannot be separated, that what they learn in different periods cannot be isolated in "water-tight compartments". The atlas must be studied just as carefully as the extract is read.

Presentation.

This selection may be read aloud by various pupils and the teacher should direct the map-study wherever necessary.

Conclusion.

Read to the pupils the account given by Agnes C. Laut, Handbook page 319.

Written Exercises.

Complete the following sentences:

1. James Cook was born in (England).
2. When a youth he worked on a boat carrying coal from (Newcastle) to (London).
3. The two countries at war with one another were (England) and (France).
4. The English government obtained sailors by means of (the press gang).
5. Cook first distinguished himself by taking the soundings of (the St. Lawrence).
6. Cook commanded an expedition to the island of (Tahiti).
7. The common disease amongst sailors of these days was (scurvy).
8. Cook's last voyage was an attempt to discover (The North-West Passage).
9. From Cook's writings we get the first written description of (British Columbia).
10. Cook discovered the continent of (Australia).

A PSALM OF DAVID

Aim. To arouse the interest of the class in the beautiful language of the Old Testament.

Preparation.

David was the youngest son of Jesse, a Judaean of Bethlehem. We first hear of him when he was taken to the court of King Saul. The king was suffering from an attack of melancholy and his servants suggested that a skilful player upon the harp should be brought to soothe the king with his music. The honour fell upon the young shepherd David, the son of Jesse, and the morbid king was so enamoured of the comely bearing and the prudent speech of the young harpist, that he made him his armour-bearer and kept him in attendance upon his person.

A second story of the first meeting between David and Saul is that of the slaying of the giant, Goliath of Gath, when the Judaeans were fighting against the Philistines. This feat brought David the shepherd to the king's notice, and he was retained at the King's Court, where he became close friends with Jonathan, the king's son.

Another interesting story of young David is his anointing by the prophet Samuel and then his accession later to the throne. Saul's love for his young armour-bearer turned to jealousy presumably when he heard the song of the women who met the victorious warriors with the words, "Saul hath slain his thousand, and David his ten thousands". It would take too long to recount all that took place between the anointing of David and the final overthrow of Saul. This part of the Old Testament holds great interest for boys and girls. The story of David and his son Absalom should be reserved until the pupils study the extract on page 227, Canadian Reader.

Give all necessary explanations at the beginning of the lesson so that the reading of this beautiful psalm is not marred by interruptions. The required line-notes are given in the Hand-book.

Presentation. Reading of the psalm by the teacher.

Conclusion.

Read to the class Psalm 23, another song supposed to be written by David, but one offering a great contrast to Psalm 24 as it belongs to an earlier period in David's life, when he was a young shepherd, and not the victorious king. Note the martial music of No. 24 as compared with the softer melody of Psalm 23.



Spend Your Holidays in Saskatchewan

where to go! how to get there! what to do!

AS TOLD BY KENNETH W. F. COOPER

If you've already decided to spend your vacation in the province (and there are scores of reasons why you should!) I won't stop to tell you WHY, except for saying that Saskatchewan has the equal in holiday resort accommodation of anything in Canada. Whether you are fisherman, sailor, swimmer, bather, dancer, motorist, golfer, snap-shotist, admirer of beauty or just plain rest-seeker, you will be charmed by the beauty of Saskatchewan's lakes and rivers, you will marvel at the grandeur of her forests and revel in the countless ways and means of playing, refreshing yourself, resting, that Saskatchewan's holiday places provide.

Saskatchewan holidays are unique in that they offer the most restful kind of vacations; the sort that leaves you eager, keen and full of pep, regardless of the energy you expend doing unaccustomed things. A tankful of gas or an inexpensive railway or bus ticket takes you wherever you choose to go. There are no camping difficulties to overcome, no shortage

of accommodation. It is necessary only to "take your appetite" to many Saskatchewan resorts . . . the caterers and the concierge do the rest!

Now, let us see where we can spend our holidays:

Carlyle Lakes.—Located in the Moose Mountain, Carlyle Lakes are surrounded by beautiful Nature and the waters teem with pike, pickerel and perch. Hotel and cottage accommodation: Post office, daily mail service, store, tennis courts. Dancing and fishing popular pastimes. C.P.R. to Carlyle, Bus from town to lake.

Fish Lake.—Near Carlyle, in the Moose Mountain, 150 miles from Brandon, Regina and Minot, just off No. 1 highway. Hotel and cabin accommodation. Boating, fishing, camping, dancing. Abundance of fish: pike, pickerel and perch. C. N. to Kennedy; south to lake by car.

ABOVE
A Marvellous Lake
for Boating—at Carlysle

Qu'Appelle Lakes.—Four lakes in this region: Mission, Echo, Katepwa and Qu'Appelle have sandy beaches, boating and fishing accommodation; hotels, cabins and cottages; plenty of camping grounds. B-Sah-Tah Point, Katepwa Beach and Fort Qu'Appelle most popular spots. French mission village of Lebret rests on the shores of Mission Lake. Popular golf courses and tennis courts. On C.P.R. and bus. lines.

Regina Beach.—Located north of Regina on the western shore of Last Mountain Lake, Regina Beach is one of the most popular playgrounds in the Province. Excellent beach, complete facilities for bathing, boating, fishing, camping. Hotel, cabin and cottage accommodation; stores, post office service, dance halls, golf course. On C.P.R. Saskatoon-Regina main line and by bus.

Saskatchewan Beach.—A quiet, sequestered resort resting on the shores of Last Mountain Lake almost opposite Regina Beach. On C.P.R.

Lac Pelletier.—Located in the Swift Current district, providing ideal camping grounds and excellent fishing.

ABOVE
On the Golf Course at
Lake Katepwa Resort

Cypress Hills Forest Reserve.—A little known area of rare beauty, still offering a suggestion of the Old West. It is reached by way of Gull Lake, off No. 1 highway in the west part of the Province. Beaver and back-tailed deer are to be seen in the Reserve and trout of the Loch Leven and Rainbow species thrive in the fast-running streams.

Little Manitou Lake.—The Carlsbad of America, as Little Manitou is known, offers unusual health advantages as well as the usual resort pastimes. Swimming and bathing in the waters of the lake bring health to the body. Hotel, chalet, cottage and cabin accommodation; stores, post office, dance pavilions, tennis courts, fresh water and lake water swimming pools. A few miles from Watrous, on the C.N.R. On bus lines.

Prince Albert National Park.—Located 35 miles north of Prince Albert with its most popular lake—Was-kesiu another 35 miles north, the Prince Albert National Park offers real northern beauty, lakes teeming with fish, endless little streams that provide a waterway for canoe-enthusiasts. Hotel, cottage and cabin accommodation, stores, boating, golf course, tennis courts, large, well-equipped camp grounds. Excellent beach for bathing. On the bus line from Prince Albert.



The New Arithmetic

By J. S. MILLS, M.A.

Grade VI—Examination Tests

Test A—Decimals.

1. Change the following fractions to decimals: $\frac{3}{4}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{8}$, $\frac{2}{5}$, $\frac{3}{6}$, $\frac{4}{5}$, $\frac{5}{8}$, $\frac{1}{3}$ and $\frac{1}{6}$. (.75, .25, .50, .125, .4, .6, .8, .375, .875, .2).
2. Divide the following and continue dividing until the answers come out even: (a) 6)1407; (b) 8)13028; (c) 5)7172; (d) 4)11575. (234.5; 1628.5; 1434.4; 2893.75).
3. Choose the correct answers:
 - (a) $\frac{1}{4}$ is the same as .50, .25, .125, .75. (.25)
 - (b) .75 is the same as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$. ($\frac{3}{4}$)
 - (c) $\frac{1}{3}$ is the same as .40, .50, .20, .33. (.40)
4. Change to fractions in their lowest terms: .05, .4, .45, .025, .55, 1.60. (The answers to this question are: $\frac{1}{20}$; $\frac{2}{5}$; $\frac{9}{20}$; $\frac{1}{40}$; $\frac{11}{20}$; $1\frac{1}{5}$).
5. If it takes 1.75 bushels of seed to sow an acre, how many acres will be sown with 175 bushels of grain? (100 acres).
6. The distance from Montreal to Winnipeg is 1411.6 miles by rail. Allowing 2 hours for stops on the way what must be the average speed of a train that makes this trip in 40 hours? (Divide 1411.6 by 38. The answer is 37.1 miles per hour to the nearest tenth of a mile).

Test B—Decimals.

1. Multiply the following decimals:
 - (a) .002 x .5; (b) .001 x .001; (c) .101 x .1; (d) 1.11 x .22; (e) .562 x .9. (The answers are: .001; .000001; .0101; .2442; .5058).
2. If sugar costs 6.25 cents per pound, find the cost of 62.25 pounds. (\$3.89).
3. If the fare on the railway is calculated at \$0.0345 per mile, find the cost of a railway ticket between two stations 100 miles apart. (\$3.45)
4. Write as decimals: six hundred forty five and eight-three thousandths. (645.083).
5. What is the meaning of the figure 6 in each of the following numbers?
 - (a) .64; (b) .065; (c) .096. (In the first 6 means 6 tenths; in the second it means 6 hundredths, and in the third it means 6 thousandths).
6. Arrange the following numbers in order of their size:
 700 7 .7 .07 .077 77.7
 (The answer is 700; 77.7; 7; .7; .077; .07).
7. Re-write the following statement by placing the decimal point in the right place so that the sentence is correct. "In some cities in Canada milk is sold for 90 cents a quart." (The answer is 9.0 cents per quart).

Test C—Percentage.

1. Jim spelled 46 out of the 50 words on his spelling test correctly. What per cent. was that? (92%).
2. Complete this sentence: "A per cent. may be changed to a decimal

6.5 1.5665 241

6.01 10.217 1.7

130 266.6 62

by leaving out the sign and moving the decimal point places to the (two; left).

- ✓ 3. Change to decimals the following per cents: 5%; 50%; 500%; 505%; 55%. (.05; .5; 5.00; 5.05; .55).
4. Write as per cents: .65; .07½; 1.06; 1.66½; 1. (65%; 7½%; 106%; 166½%; 100%).
5. Jack takes orders for magazine subscriptions. He receives a commission of 40%. If the subscription rate is \$3.00, what does Jack earn on every subscription he takes? (\$1.20).
- ✓ 6. Find the per cent. of profit on a baseball bat that sold for \$1.50 and cost \$1.00. Find the per cent. on (a) the Cost Price and (b) the Selling Price. (50%; 33½%).
- ✓ 7. What per cent. is 6 of 16? (37½%).
8. Our baseball team won 10 games out of 16 that they played. What was their percentage? (.625).
9. Jim Scott was at bat 5 times in our last game. He made 3 hits. What was his percentage? (.600).
- ✗ 10. Mary sleeps 10 hours every night. What percentage of the day is that? Remember that a day is 24 hours long. (41¾%).

Grade VII—Examination Tests

Test A.

1. Rule neatly a space for a Household budget and use the following information to make it up.

Month—January

Wages—\$100.00	January 1st
Rent—\$35.00	January 2nd
Light—\$1.20	January 5th
Amusement—\$.50	January 10th
Groceries—\$5.50	January 10th
Meat—\$1.00	January 10th
Clothes—\$3.95	January 12th
Milk and Bread Tickets—\$2.00	January 15th
Charity—.50; .25; .10; .50	January 1st, 8th, 15th, 22nd
Insurance—\$22.50	January 18th
Grocer's Bill—\$10.00	January 24th
Butcher's bill—\$2.00	January 28th
Milk and Bread Tickets—\$2.00	January 30th
Miscellaneous—\$1.50	January 31st
Find the balance. (\$11.50).	

2. A real estate agent sells a farm for \$2500 and charges a commission of 4¼%. What is his commission? (\$106.25).
- ✓ 3. Find the interest on a note drawn for ninety-three days for \$400.00 at 7%. (\$7.13).
4. If money was borrowed on January 5th, 1932, and repaid on April 11th, 1932, what was the number of days during which the money was on loan? (97 days. Remember that February 1932 had 29 days).
5. If I had a bill of £1 to pay to a bookseller in London, England, how should I send him the money? (I might buy at the Post Office or a Canadian Bank a Money Order for £1 and mail him the order).

6. At the store down town there is a special sale and they are offering a 20% discount. Give some of the reasons for special sales with discounts. (As an advertisement to attract customers; to sell off goods quickly that are out of season; to obtain cash in a hurry; to reduce the stock of goods which is too heavy to carry over to another season).
7. Tell what we mean by the following terms: (a) discount; (b) net price; (c) list price. (By a discount is meant a reduction off the regular price; by net price is the new price after the discount has been taken off; by list price is the regular price before the discount has been taken off).
8. With a discount of 20% and 5% find the net price of an article the list price of which is \$4.00. (\$3.04).
- ✓ 9. Choose the correct answer: The net price of a hat that sold for \$5.00 was (\$3.90; \$3.92; \$4.08; \$3.98) after two discounts of 20% and 2% were taken off. (\$3.92).
10. What price should a merchant mark his goods at if he wanted to give a discount of 30% on the marked price and charge \$7.00 for a certain article? (\$10.00; the selling price is only 70% of the marked price, since 30% is allowed off. Hence the marked price is the sum of which \$7.00 is 70%).

Test B.

1. What is meant by ad valorem and specific duties? (By ad valorem duties is meant a percentage of the value of the goods subject to duty; by specific duty is meant a certain specified sum depending on the weight or capacity, and not on the value).
2. In the newspapers dated April 27, 1932, the terms of a trade agreement between Canada and New Zealand were given. The newspaper account began with the following words: "Canada receives the full *British preferential tariff* on all exports to New Zealand with the exception of six items." Explain the words in *italics*. (The duties levied on the products of most of the countries of the British Commonwealth are subject to a tax which is the smallest of all the taxes levied on imports into Canada. In this way British products obtain a preference, and the rate of Customs duties is called the British Preferential Tariff; in many cases British goods enter Canada free of duty).
3. Under the British Preferential Tariff watches enter Canada at a 20% duty. The General Tariff is 30%. Find the difference in customs duty on a watch which cost \$25.00 in England and a similar watch which cost \$25.00 in the United States. Assume that there is no difference in exchange rates. (\$2.50).
4. My taxes amount to \$227.60. They are due immediately. After August 1st there is a penalty of 1% per month for tardy payment. Find what I shall have to pay in December. (\$238.98).
5. By the recent Provincial Income Tax Householders are exempt for a sum of \$1500.00. For every child under 21 years of age there is an additional exemption of \$300.00. Find the total tax of a married man with two young children to support whose income is \$2500.00 per year. (The total exemption is \$2100.00. This leaves \$400.00 taxable. On the first \$500 taxable the rate is 1%. This means that the Income tax payable is \$4.00 and there is in addition a surtax of \$5.00 to be added to the tax, so that the total tax is \$9.00).

- ✓ 6. Draw a line graph to represent pictorially the following facts:

Time	9	10	11	12	1	2	3
Temperature	60	65	65	70	75	80	75

- ✓ 7. Represent the following by a bar graph:

Grade	3	4	5	6	7	8
Number of Pupils	7	10	8	15	6	4

- ✓ 8. Find the length of a guy wire used to brace a pole 20 feet from the ground, if the distance from the foot of the pole to the point at which the wire touches the ground is 15 feet. (25 feet).
9. If it takes a gallon of paint to cover 600 square feet of fence, find the length of fence, 6 feet high, that could be painted with 3 gallons of paint, two coats. (150 feet).
10. Find the square root of 1296 by *inspection*; prove your answer. (36×36).



Grade VIII—Grain Marketing

1. A farmer may sell his grain either by the lot or by the lot. (wagon; carload).
2. When the farmer sells his grain at the country elevator by the wagon lot he receives for it a ticket. (cash).
3. The price the farmer receives for his grain depends on (a) ; (b) ; and (c) (The grade; the dockage; and the prevailing price).
4. The grade of wheat depends on certain facts like and (weight; colour and quality).
5. What is meant by dockage? (It is the percentage that is taken off on account of weeds, straw, dirt, or other impurities in the grain).
6. Name the chief items that are marked on a Cash Ticket. (kind of grain; grade; price, number of bushels; dockage; weight; price payable).
7. A farmer sold a truck load of grain to the elevator. The gross weight was 125 bushels; the dockage was 2 bushels 30 lbs.; the net weight was 122 bushels 30 lbs; the Grade was No. 1 Northern and the Price was 60 cents. Find (a) the rate of dockage, and (b) the value of the grain ticket. (2%; \$73.50).
8. The difference between the gross weight and the net weight is due to the amount of (dockage).
9. Each Cash Ticket is in triplicate. Why? (One ticket is given to the farmer, the second is retained by the elevator operator, and the third is sent to the head office of the elevator company).
10. A load of wheat weighed 5600 lbs. The dockage was 3%. If the wheat graded No. 2 Northern and the price was 55 cents, find the value of the grain ticket. Reckon dockage to the nearest half bushel. (\$49.68).
11. Find the values of the following Cash Tickets:

Ticket No.	Gross Weight	Dockage	Grade	Price
100	120 bushels	2%	No. 1	60 cents
101	115 bushels 20 lbs.	3%	No. 3	52 cents
102	124 bushels 10 lbs.	5%	No. 4	50 cents
103	98 bushels 40 lbs.	3%	No. 2	54 cents
104	88 bushels	6%	No. 5	47 cents

Reckon dockage in all cases to the nearest half-bushel. (\$70.50; \$58.15; \$59.08; \$51.66; \$38.78).

12. If the farmer is not satisfied with the Grade and the Dockage allowed him, what is done? (The farmer sells his grain to the elevator agent subject to inspector's grade and dockage. A sample of the grain is sent to an inspection point for a government inspection. The grading and dockage allowed by the inspection point is final).
13. How is the farmer assured when he sends the sample that it was his sample that the inspector tested? (Another sample is retained in the elevator in a small box, the key of which is held by the farmer, so that a comparison may be made, if necessary).
14. If the farmer does not want cash when he hauls his grain to the country elevator he may store it until he has a carlot ready for shipment. Is he charged for the storage? (Yes at a rate of about $\frac{1}{20}$ cents per bushel per day. Free storage is allowed for 15 days at the elevator. The country elevator operator must ship out any car-load lot of grain at the request of the holder of the storage ticket and if not shipped out within 24 hours after a car is supplied, the elevator operator may not collect any more storage fees).
15. At country elevators provision is made for five different classes of tickets. Describe the use of each of these. (There is the *Cash Ticket* when the elevator purchases the grain after the operator and the farmer have agreed to the grade. There is also the *Graded Storage Ticket* when the grade and the dockage have been agreed to but the grain has not been sold. The *Special Bin Ticket* is used when the agent agrees to keep the identity of the farmer's grain by providing a special bin. As each load is delivered a sample is taken. The *Interim Cash Purchase Ticket* is used when the farmer wishes to sell at that day's price but does not agree with the agent as to grade and dockage. A sample must be taken of each load. There is, in addition to the tickets already mentioned, an *Interim Elevator Ticket* when the grower does not wish to sell and does not agree with the agent as to Grade and Dockage).
16. Name some of the entries made on a storage ticket. (The gross and net weights of the grain; the dockage for dirt or other cause; the grade of the grain; the kind of grain; the name of the person from whom received; the operator's signature).
17. What is meant by a terminal elevator? (Owing to the fact that the capacity of the country elevators is not large and that the locality of the country elevator is far from the sea, large elevators at Port Arthur, Fort William, Prince Rupert, Vancouver, Montreal, Saskatoon, etc., have been erected to store huge quantities of grain until it is ready for sale and shipment).
18. A grower places in the country elevator a total of 5486 bushels of wheat. What will be the total of the elevator storage charges for 55 days? (\$73.15; Do not forget the 15 days free storage).
19. What is meant by handling charges? (The elevator agent makes a charge for receiving, storing, insuring, and delivering the grain that he handles. Such a charge is usually the same at all elevators owned by a company. The charge is at so much per bushel. A usual rate is $1\frac{1}{4}$ cents per bushel. This charge is called the handling charge).

20. A farmer delivered 2000 bushels of wheat to the elevator on October 10th, and held it until January 8th of the following year. Find (a) the storage charges; and (b) the charges for handling. (\$50.00; \$35.00).
21. Which gives the greater profit (a) to sell grain on October 10th at 60 cents per bushel or to store it to January 8th and then sell at 80 cents and pay freight at 19 cents per bushel, handling charges, and 1 cent per bushel commission to an agent? (Selling outright on October 10th is better by $4\frac{1}{4}$ cents per bushel).
22. When a farmer sells his grain from storage through a commission agent he receives promptly from the commission agent a statement which shows all the receipts and expenses involved in the transaction. This statement is known as an (Account Sales).
23. What are some of the chief items in an Account Sales? (The name of the shipper; the grade and dockage of the grain; the price for which it was sold; the cost of terminal storage; the freight; country elevator handling charges; commission; the net proceeds).
24. What was the net proceeds from a car of wheat that contained 1440 bushels? The price was 60 cents; dockage 2%; freight charges 22 cents; country elevator charges at $1\frac{1}{4}$ cents; commission 1 cent per bushel. (Dockage was 2% which left a net weight of 1411 bushels. The price of this came to \$846.60 which was subject to the following deductions: freight charges on 1440 at 22 cents per cwt. amounted to \$190.08; country elevator charges at $1\frac{1}{4}$ cents amounted to \$25.20; commission of 1 cent on 1411 bushels was \$14.11. If we add these deductions we have a total of \$229.39 which when subtracted from \$846.60 leaves a balance of \$617.21. Note: in the working out of this problem all the charges are not taken into consideration, but only the chief ones).
25. On March 19th the Western Grain Company sold for George Robinson of Spruce Hills a car of grain that had a gross weight of 1500 bushels. From the following particulars find the amount of the deductions that were made from the Selling Price, and hence find the Net proceeds that Mr. Robinson received.

Gross Weight 1500 bushels.

Weighing and Inspection Charges \$2.00.

Dockage 2%.

Grade No. 1 Northern.

Price 60 cents.

Freight 22 cents per cwt.

Storage at terminal elevator for 20 days at the regular rate.

Country elevator handling charges at $1\frac{1}{4}$ cents per bushel.

Remittance charges \$1.60.

(Net weight is 1470 bushels; dockage, 30 bushels; price, \$882.00; freight, \$198.00; storage, \$9.80; country elevator charges, \$26.25; Remittance charges, \$1.60. Total of deductions, \$235.65 which leaves as net proceeds of the sale, \$646.35).

26. Find out all you can about the manner in which grain is inspected. See an elevator agent or read a text-book in agriculture.
27. What is meant by the phrase "stabbing" a car of grain? (This is the term that is often used when we speak of the probes that the inspectors use when they take samples from a car of grain. These probes are hollow cylinders which are so constructed that they can take samples of grain from any portion of a car. The man taking the samples climbs into the car on top of the grain and "stabs" it in several places with his probe).
28. At some of the elevators there is provision made for cleaning and drying grain. Find out what you can about these processes.
29. Why are the structures for storing grain called elevators? (Because the grain is elevated by mechanical means to the top of the elevator to reach the storage bins).
30. Into what classes are elevators divided? (Into country elevators and terminal elevators. These may again be classed as public, semi-public, and private elevators. The public elevator is not allowed to mix any grades of grain, and must take in any grain that is offered to it, provided the grain is fit for storage and there is any room in the house).

The DENT ARITHMETIC WORK BOOKS

By J. S. Mills, M.A.

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Grade VII Literature

LANGLEY LANE

Aim.—To teach contentment with one's lot in life, to teach each pupil to look on the sunny side of life, however dark it may be; to teach optimism; to teach pity and love for those whose lot is less fortunate than ours, to teach love for all things, even the smallest creatures of nature; and to teach love and appreciation of all poetry.

Preparation.—Very little preparation on the part of the teacher is necessary here, for though the selection abounds in moral lessons, yet these spring from the heart as the poem is read. There should be a spirit of love and kindness in the school room after the teaching of this lesson. A teacher has so much opportunity for good in the teaching of this, and should grasp it, putting her whole heart and soul into the many lessons here taught.

Development:

1. Read the poem as a whole.
2. You can ask for a word picture of the scene herein depicted.

Examination:

1. The Setting. L. 1-10.

- (a) To give reality note how the exact location is given. Where is the spot here written about? Langley Lane, London.
- (b) Give a word picture of the house. L. 5-7.
- (c) Note pretty and yet familiar picture given in "still blue sky", "woolly-white clouds."

2. Companionship. L. 11-40.

Here we learn of the companionship of two who, though less fortunate than most of us, enjoy to the full the things we every day miss. The blind girl, Fanny, is introduced and our picture is complete. Though we might pity them, yet are they altogether to be pitied? Can we not envy that contentment of mind?

- Lines 10-14.

- (a) About what time is the poet speaking? Summer.
- (b) What does the poet hear? The birds.
"The distant murmur of street and square."

- Lines 15-27. Fanny. Here we have a word picture of Fanny.

- (a) What is her affliction?
- (b) How does she talk to the boy? L. 19.
- (c) How old is the boy? Sixteen.
- (d) What sounds does she miss? L. 26, 27.

Lines 28-40. Here we learn why the boy is at peace. He utters no complaint but is happy that he hears so many pleasant sounds—sounds which fall on our ears unheeded but mean music to him.

3. Contentment. L. 41-60.

Here we learn how the two are happy and contented with what God has given them. They do not grumble but make the best of things, enjoying the little within their grasp.

- (a) How does she utter her love for him? L. 42.
- (b) What gives him pleasure? L. 45-46.

- (c) Why are they happy? L. 49-50.
- (d) Why should you be happy?
- (e) What has God given you?
- (f) What added description have we here of her? L. 53-54.
- (g) How does she overcome her deafness? L. 59-60.

4. The Prayer. L. 61-70.

Here, for just a moment, he allows himself to utter a prayer for sight, but immediately he recalls the wish, willing to let things remain as they are. His optimism and faith in God are voiced in these lines.

1. If he could have a prayer granted what would he wish for? L. 63-64.
2. What does he think Fanny would like? L. 65-67.
3. What feeling does he voice in lines 69-70? Faith in God and Eternity.

5. Conclusion:

Here he voices his optimism which is his outstanding characteristic in spite of his many misfortunes.

1. What are his misfortunes here mentioned?
2. Does he find Langley Lane pleasant?
3. Why is he happy in spite of all? L. 79-80.

Result.—Are the children more contented, happier, and kinder towards one another? Did they like the selection?

Expression:

1. Write a composition on "Why I am Happy."
2. Give a word picture of the scene depicted in the poem.
3. Memorize the poem.
4. Write down your reasons for liking the poem.

KING OSWALD'S FEAST

Aim.—To teach generosity and kindness towards those in poor circumstances; to teach one's duty towards one's dependents, to show the wrong of luxurious living while others starve, and to teach love of narrative poetry.

Biographical Notes on Archibald Lampman.

Archibald Lampman was born on November 17, 1861, in the village of Morpeth, Ontario. He was of Dutch descent and both his grandfathers were United Empire Loyalists. His father, a clergyman of the Church of England, directed his studies, and in the dedication of one of Lampman's poetical collections is the following tribute:

"To the memory of my father, himself a poet, who first instructed me in the art of verse".

His mother, too, was an influence in his early studies and on her side of the house there had been many poets and scientists.

When a child Lampman was stricken with rheumatic fever, and this serious illness crippled him for four years and was probably the cause of his ill-health in youth and manhood.

After the age of nine years, Lampman attended various private and secondary schools and finally completed his education at Trinity College, Toronto, from which university he graduated with high honors.

For a short period Lampman taught in a secondary school but finding the work uncongenial, he entered the Civil Service, where he remained until his death in 1899.

Characteristics of Lampman's Poetry.

"King Oswald's Feast" is not typical of Archibald Lampman's

poetry; read some of his nature poems to the class and then study their characteristics.

1. *A Nature Poet.*—Lampman is the greatest Canadian nature poet. His earlier poetry shows the influence of Keats, but his later work bears the stamp of Wordsworth. The beauty of the Ottawa country-side, its landscapes, its changes of season, provided the theme for almost all his poetry. A critic has made the following comparison between Lampman and Bliss Carman as nature poets:

"If Lampman may be said to be the meditative observer of the quiet beauties of Nature, Carman is the participant in its passions."

Lampman not only paints exquisitely and daintily the physical loveliness of Nature, but, like Wordsworth, he conveys something to us of her varying moods, and her spiritual messages to mankind.

2. *Essentially a Canadian Poet.*

In Lampman's portrayal of the physical loveliness of the face and garb of Nature, we feel the spiritual significance of scenes which are *essentially Canadian*. Therefore in this respect Lampman differs from Wordsworth whose interpretation of the spiritual existence of Nature must needs be English.

For example, of the Canadian maples and birches he writes:

Dream, sad-limbed, beholding their pomp and treasure

Ruthlessly scattered:

Yet they quail not

Only a Canadian with his sympathetic understanding of their inmost mood could say of the maples and birches, "Yet they quail not", for Canadians are noted for their sanity and happiness, for their inviolable faith in themselves, for their indomitable courage and imperturbable serenity. And Lampman can read in Canadian scenes such spiritual messages as will meet response in the hearts of true Canadians.

"Yet I will keep my spirit

Clear and valiant, brother to these my noble

Elms and maples, utterly grave and fearless,

Grandly ungrieving."

"Lampman is Canada's greatest nature poet. . . . It is to the exquisite felicity of his nature poems that he owes his reputation both in this country and abroad. . . . Never was there a more genuine lover of nature for her own sake. He was not under the spell alone of her sublimer aspects. Indeed, the mountains he had never seen, and the sea but rarely, and in later life. He loved Nature as Thoreau loved her—in all her moods. The very thorns and burrs were dear to him and it was this gentle sympathy which he felt for the unobtrusive beauties which we too commonly fail to see, or, seeing, fail to understand, that imparted to his poetry its peculiar charm . . . If landscape is, as has been said, 'a state of the soul', no other Canadian poet has so adequately rendered the spiritual significance which nature gains from the reflection of human emotions . . . His message to his generation is the promise of consolation which nature accords to her devotees."

Preparation.—Stories of various kings might here be told, the great generosity of Queen Mary and King George emphasized, as well as generous acts of famous men.

Oswald, King of Northumbria, was born about 605. He was forced to flee to Iona where he was christianized. In a battle against the King of Mercia he was defeated and slain. The incident related in the poem is taken from Bede, the early historian. The teacher should read the History before taking up the selection.

Read the poem as a whole to the class.

Development:

1. The King at his Feast. L. 1-12.

Here we learn that the King had been working for his people's welfare and after a hard day's work had been joined by his Councillors at a feast.

(a) What time of year was it? L. 1.

(b) Was he a good King? L. 2.

(c) Were the people immediately surrounding the King happy? L. 9.

(d) Did the King's guests have much food? L. 11.

(e) Of what were the King's plates made? L. 12.

2. The Appeal of the Poor. L. 13-18.

Here we are told about the condition of the country people. Note the contrast as depicted in these lines.

(a) How do you know the people were really poor? L. 15, 17.

(b) Why were the people poor? L. 18.

3. The King's Reply. L. 19-24.

Here we are told about the King's great generosity.

(a) How did the King answer the appeal of the poor? L. 19-22.

(b) How did the poor reply? L. 23, 24.

4. The Second Appeal. L. 25-32.

Not satisfied, the poor ask for more, begging shelter and food and clothes for their wives and children.

(a) What food did the King and his attendants have? L. 25.

(b) What further request did the poor make? L. 29-32.

(c) Were they justified?

5. The King's Generosity. L. 33-40.

Here we have further proof of the King's great generosity as he sacrificed his gold for his people.

(a) How did the King feel regarding his wealth? L. 33-36.

(b) How did he answer the plea of the poor this time? L. 37-40.

6. The King's High Ideals. L. 41-52.

Here we have an insight into the King's greatness of soul as, unmindful of the harsh criticism of his councillors, he bravely follows his ideal.

(a) What did the Councillors think regarding the King's generosity? L. 41-42.

(b) How did their cold looks affect the King? L. 42, 43.

(c) Of what had the King been thinking? L. 44-47.

(d) How did the King answer? L. 48-52.

(e) What further indication have we here that he was a good King?

He was willing to share his subjects' joys or sorrows.

Result.—Are your pupils incited to deeds of generosity and kindness? Is there a kinder feeling aroused regarding the nobility of the great? Did they enjoy the poem? Are their ideals a little higher?

Expression:

1. Write a composition on some great act of generosity other than here depicted.
2. Write a note on King Oswald.
3. Write the story of the poem in your own words.

Grade VIII Geography

THE ROMANCE OF EMPIRE PRODUCTS

No. 10 Rubber

The Discovery of Rubber.

Columbus on his second voyage to America was in search of gold. He did not find any to bring home with him, but he found something far more important than gold, if he had only realized it. Some Indian boys were bouncing black balls of rubber on the shore, and Columbus took some of these back to Spain to show as curiosities.

Years after this the Portuguese found the Indians along the Amazon making use of the juice from the rubber tree. They mixed a little with their cloth and made it waterproof. They also coated small bottle-shaped moulds with it, and when the juice hardened they broke the mould and had a bottle that would not break. The King of Portugal sent to Brazil several pairs of shoes to be made waterproof, but in spite of all the interest that was shown, rubber for a long time was considered another curiosity to be admired but not to be used.

The Name.

The proper name of rubber is caoutchouc (pronounced "koo-chook") which means "weeping tree". In 1770 a ball of rubber reached England and a scientist there found that it would rub out pencil marks, so he called it rubber and since that time this has remained as the name of the elastic gum. Artists were glad to obtain it, and were willing to pay as much as seventy-five cents for a small piece one inch long which sells today for a couple of cents.

Macintoshes.

A Scot by the name of Macintosh discovered that cloth could be made waterproof by spreading on it a thin coating of rubber dissolved in naphtha. The trouble was that this waterproof cloth became exceedingly stiff in cold weather, and in warm weather it became very sticky and the rubber became soft like butter. The changes in temperature made it impossible to make satisfactory goods.

Goodyear.

One day an American inventor by the name of Charles Goodyear went to a store to buy some rubber goods. He saw that the goods were far from perfect, and he thought almost day and night how it might be possible to make rubber stand up under changes of temperature. He did a great deal of his experimenting in his kitchen. Once he dropped a piece of rubber and some sulphur that he was holding, and it fell on the kitchen stove. When he recovered the rubber he saw that it had completely changed. It bent very easily and was no longer sticky. To

test whether it would also stand up under the cold, he nailed it up on the outside of the door that night before he went to bed. Next morning he was delighted to find that the cold of the night had not affected it. He called this process *vulcanizing* after Vulcan, the Roman god of fire. This was one of the greatest discoveries ever made in the rubber industry. Almost every piece of rubber that is used in rubber manufacture today has to be vulcanized, whether it is a rubber shoe or a rubber tire.

The Juice of a Tree.

When the bark of the rubber tree is cut, a juice, called latex (pronounced lay-tex), pours forth to heal the wound. In this way rubber juice differs from the sap of the maple tree. Care is taken not to cut deeply into the rubber tree, but to cut into only the outer bark. The juice is collected in the early morning hours, for it is only at that time that the latex flows. A narrow strip of bark is cut away with a knife. The cut is made diagonally round the tree. Every day the person who does the tapping makes the strip wider by cutting off about one-twentieth of an inch all round. The tapper inserts a little spout in the bark to carry the juice to a little cup below. Later in the day the latex is collected in cans, and is taken to a central point. Next it is smoked over a fire. A wooden paddle is dipped into the latex, and then heated over the fire; the heat evaporates most of the moisture and the rubber adheres to the wooden stick. The stick is continually being dipped into the latex and then heated until there is formed round the stick a great ball of rubber that may weigh from 10 to 100 pounds. Another method that is used to collect the rubber may be described as follows: The latex is poured into flat pans and some acetic acid is added to coagulate it. After it has stood for some hours the sheet of rubber is taken out and passed through rollers to squeeze out all the liquid. The rubber is then hung up in a smoke house and smoked for ten to fourteen days. Rubber in this shape is called crepe rubber.

Today a great deal of the latex is not separated into rubber on the plantations, but comes direct to the rubber manufacturer in the large rubber centres to be manufactured there. It comes like oil in tank steamers and is carried in tank cars along the railroads.

The Rubber Tree.

There are over three hundred trees and shrubs that produce rubber. They are all found in a damp moist climate in a belt that is not far north or south of the equator. The Hevea tree is proved to be the best producer of rubber. It grows straight for sixty feet, and has a circumference of about ten feet. Its leaves are long and smooth. Flowers blossom upon it, and soon afterwards pods with speckled seeds appear. When the seeds are ripe there is a popping sound heard throughout the rubber plantation when the pods explode and scatter in all directions the seeds that they contain.

The Story of Wickham.

It was not long ago that Brazil and the Amazon region supplied all the rubber in the world. Today that has been changed, and Brazil does

not supply one-tenth of the world's needs. An Englishman, named Wickham, was responsible for the change from Brazil to the Malay Peninsula.

Wickham had spent several years in Brazil and knew the great difficulty of obtaining rubber from the dense Amazonian jungles. He saw that although there were millions of rubber trees in Brazil it was only those that grew near the banks of the river that could be easily tapped on account of the dense vegetation in the country. He thought that if Nature could scatter her seeds in the jungle and produce rubber trees, man could collect the seeds, plant them and also produce rubber trees in other parts of the world where the climatic conditions were suitable. The coffee plantations in India were not profitable, and the idea occurred to the British Government that perhaps rubber trees could be grown there successfully. Accordingly Wickham was commissioned to collect rubber seeds and bring them to the Botanical Gardens near London. Thousands of seeds were collected and taken across the Atlantic. They were rushed to the Botanical Gardens and in three days they were growing. In 1876 several thousand seedlings were packed and sent out to Ceylon. In four years some of these seedlings were ready for tapping, and a great industry had been born in the British Commonwealth. Trees were taken to Malay and the planters deserted the growing of coffee for the growing of rubber. Today there are over six millions of acres under rubber trees in Malaya. This plantation rubber was as good a quality as that grown wild in Brazil, and it was cheaper. Hence the position of Brazil as a rubber-producing country has steadily declined, and Malaya is producing twenty times the amount produced in Brazil.

Plantation Rubber.

Trouble and care must be taken to choose the proper site for a rubber plantation. There must be the right soil, and the right moisture. Dense vegetation has to be cleared away before the rubber seedlings are planted. The growth of the trees is very rapid, and in about five years the trees are ready to be tapped and the planter gets his first return for his investment of time and money. In the first year the yield will amount to about one-half pound of rubber per tree, but as the tree gets older the amount increases up to four or five pounds per year.

In the forests of Brazil the workers are in the deep forest and without any of the many advantages found on the rubber plantation. There is plenty of good food and the houses are comfortable on the plantation. There are also hospitals so that the workers' health is protected. Scientific supervision of food and of drinking water has lessened disease among the plantation workers.

The Uses of Rubber.

Since rubber is elastic, watertight, airtight, shock-absorbing, a non-conductor of electricity, and adhesive, it has been used for scores of purposes. It is on rubber that babies cut their teeth and after all their teeth are gone in old age rubber plates are used for false teeth. Millions of automobiles and bicycles use rubber tires, and electricity makes its speedy way over the country sheathed in rubber to do the work of the home, the factory and of the farm.

Grade VIII History

REVIEW OUTLINE OF BRITISH HISTORY

PHASES OF THE NEW CIVILIZATION IN ENGLAND

- A. 1. **The Agrarian Revolution**, *i.e.*, the change from the slower, wasteful methods of farming to scientific, more productive and extensive farming.

Cause:

- (a) Introduction of machinery.
- (b) Introduction of root crop system.
- (c) Introduction of fertilizers (manure).
- (d) Improvement in breeding of cattle and sheep.
- (e) Reclamation of waste, marshy land.

Effect:

- (a) Small farms gave way to big farms.
- (b) Machinery replaced manual labour.
- (c) Towns swamped by surplus agricultural labourers.
- (d) Increased production because of—
 - 1. Reclaimed land.
 - 2. Use of fertilizers.
 - 3. Thorough cultivation (Jethro Tull).
- (e) Corn laws.
- (f) "Rotten boroughs" where population had decreased through exodus of labourers to the big towns.

- A. 2. **The Industrial Revolution**, or "The Bloodless Revolution"—The change from the manufacture of articles in small quantities by hand in the home, to the manufacture of goods by machinery in greater quantities in the factories.

Cause:

- (a) Introduction of machinery—
 - 1. Hargreaves' spinning jenny.
 - 2. Arkwright's water frame.
 - 3. Cartwright's power loom.
 - 4. Crompton's mule.
 - 5. James Watt's engine.

Note.—These are all connected with the textile industries.

- (b) Charcoal replaced by pit coal.

Effect:

- (a) Greater production of goods.
- (b) Cheaper production of goods.
- (c) Division of labour.
- (d) Unemployment.
- (e) England became an industrial country.
- (f) Growth of capitalist class.
- (g) Factory system.
- (h) Labour movement.
- (i) Trade unionism.

- (j) Improved transportation and communication.
- (k) Interdependence of nations.
- (l) Evil conditions in the home—long hours of work, uncared for homes and child labour.

A. 3. **The Factory System:** the old domestic system gave place to the new factory system.

Advantages:

- (a) Lower prices for the working classes.
- (b) Greater production.

Disadvantages:

- (a) Low wages: because the supply of workers was greater than the demand.
- (b) Unemployment of men—resulting from the hiring of women and children at a lower rate.
- (c) The loss of the personal touch between employer and employee because of the increased size of factories.
- (d) Overcrowding of living quarters of factory hands.
- (e) Unhealthy working conditions in factories.

Improvements in Factory System:

- (a) Factory Act, 1833, (Lord Shaftesbury).
 - 1. Shortened hours of child labour.
 - 2. Forbade employment of children under nine.
- (b) Factory Act, 1847.
 - 1. Curtailed working hours of women, boys and girls.
 - 2. Children under twelve allowed only half time at factory.
 - 3. Curtailed men's working day to ten hours.
- (c) Factory Act, 1901.
 - 1. No child under twelve to be employed.
 - 2. Medical examination of all workers between the ages of twelve to sixteen.
- (d) Precautionary measures for prevention of accidents; provision of good lighting and ventilation.
- (e) Workmen's Compensation Act.
- (f) Employment Insurance.
- (g) Collective bargaining.

A. 4. **Trade Unionism**, i.e., the organization of workers to demand adequate wages, shorter hours and improved working conditions.

Cause:

The factory system brought together in great numbers workers who had been scattered under the old domestic system. Then arose the idea of organizing themselves in order to make demands on the capitalist employers.

Effect:

- (a) Trade unions, powerful factors in the hands of workers, who attain their ends in many ways.
 - 1. Arbitration (the most satisfactory method for both parties).
 - 2. Strikes.
 - 3. Sabotage.
- (b) Amalgamation of capitalists as a counter move.

- A. 5. **The Labour Movement:** This naturally arose out of trade unionism. First started in the interests of the workers only, now in the interests of democracy.

Growth:

- (a) Foundation of Independent Labour Party, 1893: object, to convert the country to socialism.
- (b) Election of 1906, 29 Independent Labour candidates returned to Parliament.
- * (c) 1911, Ramsay Macdonald became leader of the Labour Party in the House of Commons: general support to Liberal social reforms, including—
 1. Education Act, 1906.
 2. Old Age Pensions Act, 1908.
 3. Health Insurance Act, 1911.
 4. Unemployment Insurance Act, 1912.
- (d) 1920, the I. L. P. Conference rejected communism.
- (e) 1922, Election, 140 labour members in Parliament.
- (f) 1924, Labour Government.
- (g) 1929, Labour Party again in power.
- (h) 1930, Ramsay Macdonald head of the National Government: the Labour Party had now become democratic.

- A. 6. **Communication and Transportation:**

Cause:

Need for distribution of goods (raw materials and manufactured articles) led to improvement in means of transportation and communication.

Effect:

Intercourse between people of one country became easier and later international relationships were established.

Improvements:

- (a) Roads—
 1. Good all-weather roads made transport cheaper.
 2. Macadamized roads.
 3. Tolls for the maintenance of roads.
 4. Asphalt roads (later period).
- (b) Canals: James Brindley constructed the first canal from Manchester to Runcorn.
- (c) Railroads.
- (d) Ships propelled by steam power replaced sailing ships: latest models contain oil burning motors.
- (e) Aviation: Aeroplanes and airships are used for—
 1. Transportation, in the commercial world.
 2. Mail service.
 3. Surveying.
 4. Fire Patrol, etc.
- (f) Miscellaneous—
 1. Penny postage.
 2. Paper from wood fibre.
 3. Telegraph.
 4. Submarine cable.
 5. Telephone.
 6. Wireless.
 7. Rotary Press.

- B. 1. **The Methodist Revival**, also known as the Evangelical Revival. So called because its leaders were methodical in their daily religious routine.

Need of Reform:

Religious and social life was at a very low ebb. Some of the evils were—

- (a) Underpaid curates.
- (b) Sinecures.
- (c) Dual livings.
- (d) Drunkenness a national vice.
- (e) Prize fighting, bear baiting, cock fighting, dog fighting, were the national sports.
- (f) Corrupt law courts.

The Leaders:

Charles and John Wesley and George Whitfield, three Oxford undergraduates; at first members of the Church of England but later driven out of the Church: their followers formed the sect known as Methodists.

Results:

- (a) A great religious revival marked by the tremendous growth of Sunday Schools.
- (b) Humanitarian or Philanthropic movement of the 19th Century; the conscience of society was roused by the teaching of these men.

- B. 2. **The Humanitarian or Philanthropic Movement.**

Cause:

The teaching of the Wesleys.

Effect:

- (a) Building of free hospitals.
- (b) Y.M.C.A. mission halls.
- (c) Recreation fields in big towns.
- (d) Prison reforms.
- (e) Emancipation of slaves.
- (f) Barnardo's Homes for boys and girls.

- B. 3. **Social Reformers.**

- (a) John Howard, prison reformer.
Wrote a book exposing conditions in English and Welsh prisons.
 - 1. Dark and unsanitary.
 - 2. Men and women herded together.
 - 3. Pillory and whipping posts still in use.
 - 4. Payments extorted from prisoners by wardens.
 - 5. Lack of occupation often resulting in madness.
- (b) Elizabeth Fry, a Quaker preacher.
Agitated for reforms in conditions of prisons and hospitals.
 - 1. Men and women separated.
 - 2. Women wardens for women prisoners.
 - 3. Instruction and work provided for prisoners.
 - 4. Reformation of prisoners attempted.

- (c) William Wilberforce, emancipator of slaves.
Clergyman who worked in Parliament for thirty years on behalf of slaves in British colonies; shortly after his death Emancipation of Slaves Act passed.
- (d) Lord Shaftesbury, a member of Parliament.
Devoted all his life to the cause of the poor.
 - 1. Factory Act of 1833.
 - (i) No worker under the age of 18 permitted to do night work in textile factories.
 - (ii) Working hours curtailed to 68 hours per week, for those between the ages of 13 and 18, and to 48 hours for those between 9 and 13.
 - (iii) Compulsory Government inspection of factories.
 - 2. Factory Act of 1842.
Employment of women and of boys under 10 years of age prohibited in mines.
 - 3. Factory Act of 1844.
 - (i) Further curtailment of working hours of children under 18.
 - (ii) Precautions taken to prevent accidents.
- (e) Florence Nightingale.
Alleviated the suffering of British soldiers during the Crimean War.
 - 1. As a result of her work army hospitals were established.
 - 2. Public interest aroused in hospitals and nursing.
- (f) Dr. Barnardo.
Gave up his plans to become a Foreign Missionary in order to work amongst the neglected children of the East End of London; the founder of the Dr. Barnardo's Homes where "no destitute child is ever refused admission." Boys and girls in these Homes are taught trades, so the Homes are partially self-supporting. Many of the Barnardo boys and girls have come to Canada.

C. Political Reforms.

Beginning of 18th Century the population of England was very poorly represented in Parliament. Government was in the hands of the land owners and the nobility; "rotten boroughs," the result of the industrial and the agrarian revolution.

Cause:

- (a) Growing democratic spirit, the result of the teaching of the Evangelicals and the Humanitarians.
- (b) Conditions following the French Revolution—
 - 1. Heavy taxation.
 - 2. No work for returned sailors and soldiers.
 - 3. Unemployment arising out of the use of machinery.
- (c) The manufacturers demanded representation in Parliament.
- (d) Workers demanded the franchise as a means of redressing their wrongs.
- (e) Cheaper newspapers made propaganda possible.
- (f) Increasing facilities for education.

C. 1. The First Reform Bill, 1832.

- (a) "Rotten" and "pocket" boroughs abolished; industrial towns now represented.

- (b) Franchise extended to land owners and factory owners.
 - (c) Polling limited to two days instead of fifteen; this eliminated much drunkenness and rioting.
- C. 2. **The Chartists.** (Leader, Fergus O'Connor).
 This party had three grievances.
 (a) First Reform Bill did not benefit the workers.
 (b) The new Poor Law demanded that the poor be sent to the workhouse.
 (c) Increase in the price of bread and a corresponding fall in wages.
- Six demands of the Chartists.
- (a) The franchise to be extended to all men.
 - (b) Parliament to be re-elected every year.
 - (c) Electoral districts to have the same population.
 - (d) Vote by ballot.
 - (e) Members of Parliament to be paid.
 - (f) Members of Parliament need not be property owners.
- Note.*—All these demands save (b) have since been granted.
- C. 3. **The Second Reform Bill, 1867**, sponsored by Disraeli.
 (a) Franchise extended to city labourers and artisans.
 (b) Further redistribution of seats.
- C. 4. **The Ballot Act, 1872**, sponsored by Gladstone.
 The demand of the Chartists for secret voting was now granted; the ballot system was adopted.
- C. 5. **The Third Reform Bill, 1884**, sponsored by Gladstone.
 Franchise extended to all male householders.
- C. 6. **Parliamentary Act, 1911**, sponsored by Asquith.
Cause:
 The House of Lords rejected Lloyd George's budget, so the Parliamentary Act was passed.
- Clauses of the Act:*
- (a) All financial bills passed by the House of Commons to become law one month after being submitted to the House of Lords.
 - (b) Any bill becomes law if passed in three consecutive sessions in the House of Commons, but two years must elapse between the first presentation and the final enactment of the bill.
 - (c) The Septennial Act of 1716 repealed; Parliament to last five years instead of seven.
- Note.*—The House of Commons has full control of financial matters: the House of Lords can only delay and not stop any legislation of the House of Commons. This is called "suspensive veto."
- C. 7. **The Fourth Reform Bill, 1918**, sponsored by Lloyd George.
 (a) Franchise extended to all male British subjects of 21 years and over having lived in one place for at least six months.
 (b) Franchise extended to women of 30 years and over.
 (c) Voting to take place on one day only.
- Note.*—Lady Astor had the honour to be the first woman Member of Parliament.
- C. 8. **The Fifth Reform Bill, 1928**, sponsored by Lady Astor, Member for Plymouth.
 Franchise extended to all women of 21 years of age and over.

Citizenship

WHAT THE RAILROAD MEANS TO US

(Continued from last month)

The Canadian Pacific Railway.

The Canadian Pacific Railway was the pioneer line in opening up the Canadian West. Construction was begun in 1880 and the main line finished in 1885. But back of that brief statement of fact there is a tale of a struggle as heroic as any story in the annals of Canada—the struggle of a group of indomitable men who, despite discouragements at home and bitter opposition in the financial centres abroad, pledged their own possessions and pressed forward with a success that astonished the world. That story need not be retold here for it is readily available in books found in most school libraries.

The building of the C.P.R. opened for settlement a vast area on the prairies. The Government offered free homesteads and the railway company, which had received a subsidy of 25,000,000 acres, offered land on easy terms. As a result of the company's extensive publicity campaign, settlers poured in from Europe and the United States, and the West developed rapidly. Western population doubled in the ten years following the beginning of the railroad; another ten years and it was again doubled. New towns and cities sprang up quickly and there arose a demand for increased railroad facilities. To meet this demand numerous branch lines were constructed.

Recent Development.

Since 1921 railroad expansion in Saskatchewan has been more and more the development of the northern parts of the province. Various lines out of Prince Albert, Battleford, Melfort, and Tisdale have opened up much new land to cultivation. Several projected branch lines are held up temporarily but will no doubt be completed as soon as normal conditions return.

The increase in population following Saskatchewan's railroad expansion has made possible the establishment of many industries. Within the past few years plants for the assembling of automobiles and the refining of gasoline have been established within the province. Flour mills, meat packing plants, elevators, etc. have been increased in number and size to provide for the growing volume of business. Lumbering has become an important industry since the railroads entered the forest belt, and fish from the northern lakes add a new source of revenue. To supply the needs of an ever increasing population the number of wholesale distributing warehouses in the province has increased.

Immigration.

Immigration has been an important factor in the building up of the West. In this work of Empire building the railroads have taken a leading part. True, they were prompted by self-interest, and some of the methods adopted were not always to the ultimate advantage of the country; nevertheless, to them must go much of the credit for establishing thousands of families on prairie lands. The railroads also operate Departments of Development, through which they advertise business opportunities in towns and cities along their lines.

Owing to the serious unemployment in Canada at present, immigration is greatly restricted, with a consequent loss of revenue to the railroads. When conditions improve the railroads will no doubt again take up the task of finding settlers.

Hudson Bay Railway.

New promise of greater expansion and prosperity for Western Canada has been given by the completion of the Hudson Bay Railway and its terminal facilities. After fifty years of agitation the West has a short route to Europe by Hudson Bay. The average distance from the prairies to Churchill is about the same as to Fort William. From Churchill to Liverpool is approximately the same distance as from Montreal to Liverpool. Hence, the Bay route is shorter by the length of the great Lakes. Although ocean rates from Churchill are higher at present than from Montreal there is every prospect that an adjustment in favour of the Bay route will be made. But in ordinary times the northern port will have a four-cent-a-bushel advantage on grain shipments and this extra revenue will mean much to the Western farmer. It is estimated that the port will be open for navigation for at least six weeks after harvesting commences. During this period the railroad can handle 30,000,000 bushels of wheat without difficulty. The 2,500,000 bushel Churchill elevator has a boat-loading capacity of 80,000 bushels an hour.

Though the prairie outlet to the sea has been developed primarily as a grain route, it offers great possibilities for the handling of livestock, so close is it to the grazing lands of the northern prairies. By avoiding the long rail haul to Montreal a shrinkage saving of fifty pounds per head may be effected. Then, too, the cost of feeding en route will be greatly reduced.



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SHOP AT THE "BAY" WHEN in SASKATOON

READING FOR INFORMATION

Problems such as the following may be assigned to give pupils needed practice in searching books, periodicals, etc., for information on specific topics. To know how to get information quickly is an important educational objective.

1. The time is 1870. Prepare a speech giving reasons why an inter-colonial railway should be built.

Answer.—The following points should be included:

1. As an inducement to British Columbia to enter Confederation.
2. To establish easy communication between British Columbia, Manitoba, and the East.
3. To open for settlement a wide area of fertile land.
4. To prevent the United States from securing, through settlement, part of the territory now included in Saskatchewan and Alberta.
5. As a visible sign of the unity of the Dominion.

Note.—Possible revenue for the railway from the hauling of prairie wheat was not a factor at that time.

2. What has caused the present serious railway problem in Canada?

CHOICE OF CANDIDATES

There are two candidates seeking the office of president of your school civic league. Read carefully the characteristics and qualities of each, and then place a cross (X) in the space following the name of the candidate for whom you would vote.

George West ()

- Captain baseball team
- Learns quickly
- Easily discouraged
- Quick tempered
- Ready talker
- Amateur photographer
- Punctual
- Honest
- Likes to give orders
- Self-reliant
- Enthusiastic

Henry Bell ()

- Learns with difficulty
- Stubborn
- Sometimes late
- Fond of animals
- Resents correction
- Good imagination
- Honest
- Ambitious
- Patient
- Member debating team
- Sarcastic

Place a check mark before the characteristics or qualities that determined your choice.



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CITIZENSHIP—VOCABULARY TEST

Draw a line under the word, or group of words, in brackets, which most nearly means the same as the first word in each line.

1. occupation—(work, job, task, vocation).
2. community—(locality, number of workers, group of people with common interests, densely populated section).
3. statute—(law, constitution, tradition, custom).
4. thrift—(stinginess, riches, greed, economy).
5. co-operation—(unselfishness, working-together, harmony, without friction).
6. urban—(pertaining to travel, pertaining to country, pertaining to city, pertaining to railways).
7. federal—(local, province, national, Canadian).
8. wages—(pay, check, money, credit).
9. authority—(influence, control, action, commission).
10. revenue—(wealth, taxes, income, tariff).
11. population—(citizens, adults, inhabitants, taxpayers).
12. transportation—(manufacturing, selling, storing, carrying).
13. consumer—(buyer, owner, user, producer).
14. immigrant—(foreigner, foreigner in Canada, foreigner coming into a country to settle, foreigner without money).
15. quarantine—(illness, isolation, contagion, solitude).
16. trustee—(agent, leader, lawyer, farmer).
17. conservation—(protecting forest, consideration, improvement, preservation).
18. delegate—(official representative, attendant, office holder, permanent chairman).
19. conference—(secret meeting, formal discussion, public consultation, conversation).
20. commodity—(profits, goods, bonds, money).
21. enforce—(compel, plead, command, assist).
22. regulate—(limit, inspect, own, control).
23. treaty—(law, truce, agreement, charter).
24. prevention—(hindrance, remedy, cause, limit).
25. democratic—(advisory, popular, party, local).
26. assess—(to register, to value, to make inventory, to collect taxes).
27. budget—(means of raising taxes, estimate of receipts and expenses, annual report of a company, cash account).
28. excise tax—(tax on income, tax on imported goods, tax on land, tax on goods manufactured in the country).
29. society—(the public, leaders of fashion, elected representatives, wealthy people).

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NATIONAL CONTROL OF RADIO

The final report of the federal committee on radio broadcasting was presented to the House of Commons early in May. In striking contrast to the usual bitter arguments, for which the present session is noted, the radio report received the unanimous approval of all parties in the House, and will soon be translated into law.

The plan provides for the nationalization of broadcasting without cost to the public treasury. Three commissioners, with an assistant in each province to advise on programmes, will regulate and control all radio broadcasting in Canada. This commission will gradually take over all existing high-power stations, the cost to be paid out of income from licenses and advertising. Small stations for local broadcasting will be left to private enterprise under commission supervision and control. Advertising will be restricted to five per cent. of the programme period.

At the present rate of two dollars per set, the license fees should bring in a revenue of at least \$1,500.000 per year.

At the outset, the commission will concentrate on the organization of programmes. National hook-ups will be arranged, and the best talent of Canada made available to all the people. The United States government has agreed to co-operate in the necessary re-adjustment of wave lengths for the successful operation of the new plan—a reminder that the use of the air is a matter for international negotiation at all times.

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